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ABSTRACT

These activities for grades 4-8 are designed to promote understanding, appreciation, and respect for the diversity of cultures in the United States. Activities focus on four groups: American Indians, blacks, Asian Americans, and Mexican Americans. Using an interdisciplinary approach, the material is appropriate for fine arts, language arts, home economics, literature and oral traditions, and social science. Art students construct sand paintings, jewelry, paper folding art, bamboo flutes, murals, pinatas, and maracas. Music students examine tribal music, jazz, Japanese instruments, and mariachi bands. Home economic students explore ethnic cooking. Literature readings include legends, coyote tales, Yoruba tales, Brer Rabbit, dragon tales, and Mexican Indian legends. Social science classes investigate Indian wars, disease, reservations, and organizations; slavery, segregation, and the civil rights movement; Japanese, Chinese, and Southeast Asian immigration; and illegal aliens, Mexican independence, and the Chicano organization. A test booklet is also provided. (KC)

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A CROSS-CULTURAL AND INTERDISCIPLINARY MULTICULTURAL EDUCATION CURRICULUM FOR GRADES 4-8. CULTURAL EXCHANGE TASK CARDS [AND] TEST BOOKLET.

by
Sally Botzler

HUMBOLDT COUNTY OFFICE OF EDUCATION
EUREKA, CALIFORNIA

SO 013 405

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TASK CARDS

Designed to foster knowledge, appreciation and respect for the diversity of cultures in the United States.

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Bill C. Rich
superintendent

CULTURAL EXCHANGE TASK CARDS

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CULTURAL EXCHANGE ACTIVITY OBJECTIVES

KNOWLEDGE

1. The student will demonstrate an awareness that American society includes many different ethnocultural groups.

    - The student will identify one or more ethnocultural groups living in America.
    - The student will identify an example of diversity within the American culture.
    - The student will identify a way in which an example from a discipline reveals cultural diversity in America.
    - The student will recognize a representative sample of a cultural tradition from one ethnocultural group in the United States.

2. The student will demonstrate an awareness of the similarities and differences among individuals and diverse racial, ethnic, and cultural groups within the community and throughout the United States, with reference, among others, to language, customs, values, and life styles.

    - The student will compare two cultural groups, recognizing ways in which they are similar to each other.
    - The student will compare two cultural groups, recognizing ways in which they are different from each other.

SKILL

3. The student will demonstrate the ability to compare characteristics of different ethnocultural groups in the disciplines of Fine Arts, Language, Home Economics, Literature and Social Science.

    - The student will compare the characteristics of two or more cultural groups when given information about them.

ATTITUDES

4. The student will demonstrate respect for cultural differences and appreciation for culturally diverse ways of meeting human needs, including alternative beliefs, manners, customs, and life styles.

    - The student will respect and appreciate the reasons which underlie cultural differences in beliefs, manners, customs and life styles.
    - The student will respect and appreciate the right of each cultural group to its own beliefs and customs.
    - The student will respect and appreciate culturally diverse ways of meeting human needs.

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CULTURAL EXCHANGE TASK CARDS

PREFACE TO TEACHERS

Activities on these teacher task cards have been planned with the support of ethnic consultants to provide a broad range of multicultural experiences for students in grades 6 through 8 within the scope of already existing curricular areas. Disciplines are color coded for your convenience. Activities are primarily designed to provide cultural content from Native American, Black American, Asian American, and Mexican American perspectives and to teach the basic academic skills in *Art and Music, Language, Home Economics, Literature and Oral Traditions* and the *Social Sciences.* Integrate the lessons where they best fit your own planning scheme. The value of utilizing community resource people from the various culture groups cannot be overemphasized.

The back of each activity task card includes a list of materials your students will need, resources which are available through the HERC Film Center, Library and Teacher Center, and key follow-up questions to focus student learning of major objectives during your class discussion. Resources have been selected according to guidelines recommended by consultants from the cultural groups represented. A list of specific criteria to aid you in the selection of other appropriate materials is available from the Council on Interracial Books for Children listed under publishers in THE CULTURAL EXCHANGE MULTICULTURAL RESOURCES guide.

A criterion referenced assessment instrument is included in THE CULTURAL EXCHANGE box for you to administer to your students prior to beginning the activities with them. By pretesting, you will be better able to analyze your students' strengths and weaknesses in relation to THE CULTURAL EXCHANGE objectives and to select those activities which best meet your class needs.

Since CULTURAL EXCHANGE TASK CARDS are designed for three grade levels, a student tracking chart is included to aid you in recording completed activities for your students' successive teachers. Directions are noted on the bottom of the chart. Xerox copies may be dulpicated to place in students' cumulative folders.

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CULTURAL EXCHANGE ACTIVITIES – STUDENT TRACKING CHART

School _____ Teacher _____ Class _____

STUDENTS	Art and Music				Language				Home Economics				Literature				Social Studies				PRE-TEST	POST-TEST
	Native American	Black American	Asian American	Mexican American	Native American	Black American	Asian American	Mexican American	Native American	Black American	Asian American	Mexican American	Native American	Black American	Asian American	Mexican American	Native American	Black American	Asian American	Mexican American		

Note task card numbers of those activities that have been completed under the appropriate disciplines and cultures.

CULTURAL EXCHANGE

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Art	2	Sandpainting	Painting Styles	Brush Painting on Kites	Mural Painting
Art	3	Pueblo Pottery	Sculpture	Japanese Pinch Pots	Relief Tiles
Art	4	Jewelry	Collage	Paper Folding Art	Piñatas
Music	5	Drums	Body Percussion	Bamboo Flutes	Maracas
Music	6-7	"Cheyenne Hand Game Song"	"Head and Shoulders, Baby"	Tinikling	"Al Citron"
Music	8	Traditional Tribal Music	Jazz	Japanese Instruments	Mariachi Bands
Language	9	U.S. Place Names	West African Languages	Cantonese	Náhuatl
Language	10	Sequoyah	Black English Dialect	Chinese Calligraphy	Spanish
Language	11	Sign Language	Jive	Southeast Asian Languages	Bilingual Education
Home Economics	12	Classic American Cooking	Soul Food	Stir Fry Vegetables	Tortillas
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Lit. and Oral Traditions	14	Coyote Tales	Brer Rabbit	Dragon Tales	Our Lady of Guadalupe
Lit. and Oral Traditions	15	Poems and Chants	Black Poets	Haiku	*I Am Joaquin*
Lit. and Oral Traditions	16	Virginia Driving Hawk Sneve	Mildred D. Taylor	Laurence Yep	Ernesto Galarza
Lit. and Oral Traditions	17	Chief Joseph	Malcolm X	Daniel Inouye	Cesar Chávez
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Social Science	19	First Encounters	The Slave System	Chinese Workers	The Spanish Missions
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Social Science	22	The Indian Reorganization Act	Constitutional Amendments 13, 14, 15	Japanese Relocation	Crossing the Border
Social Science	23	Relocation in Urban Areas	Segregation	Repeal of the Exclusion Laws	The Bracero Program
Social Science	24	Intertribal Organizations	Equality	Chinatowns	El Barrio
Social Science	25	Native American Identity	The Civil Rights Movement	Southeast Asian Immigrants	Chicano Organization

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Native American

Geometric Design: The use of geometric design is distinctive in Native American art. Traditional patterns found in basketry, pottery and beadwork identify the culture groups of their creators. California tribes excell at basket weaving using intricate designs and techniques to make water-tight collecting, serving and cooking containers, hats, fish weirs and baby carriers. Develop your students' awareness and appreciation of these traditional designs. Introduce pictures of geometric patterns found in several examples of tribal crafts and clothing. Direct students to create designs and patterns of their own from colored construction paper, and to experiment with various arrangements. Provide white paper plates, bowls and cups for students to decorate with their final designs. Display and admire!

Black American

Colors and Patterns: Careful attention to the vivid colors and geometric patterns surrounding him as a child provided the stimulation for development of the remarkably dramatic style of distinguished Black American artist Jacob Lawrence. His early experimentation with crayon drawings of shapes done in complimentary and contrasting colors is reflected in Lawrence's bold series paintings as a mature artist. Increase your students' sensitivity to the visual world of shapes and colors. Call students' attention to geometric patterns and patterns within patterns. Direct students to create an original "tapestry" of patterns and colors with crayons. Have them work on sheets of brown paper bags which have been crushed and then smoothed to simulate a more textured quality.

Asian American

Zodiac Cutouts: Many Chinese, Japanese and Southeast Asian Americans celebrate the lunar New Year. The lunar calendar is composed of a twelve-year cycle with each year named for an animal: Monkey, Rooster, Dog, Boar, Rat, Ox, Tiger, Hare, Dragon, Snake, Horse, and Ram. 1980 is 4678, the Year of the Monkey. It is a folk belief that people have the characteristics of their animal signs. Paper cutouts of the zodiac animals are made for the celebrations each year. Your students will enjoy figuring out the animal sign they were born under and cutting out a detailed silhouette of their animal. Provide dark colored construction papers for their cutouts and light colored paper for mounting them.

Mexican American

Paper flowers: Appreciation for color and design is expressed in the bright paper flowers crafted by Mexican American artisans. Motifs similar to those found in their rich embroidery work are created in three dimenstional replicas of nature's most colorful blossoms. Your students will develop skill in the use of color and texture as they create flowers in this appealing style. Provide a variety of colors and textures of paper. Be sure to include some bright tissue wrapping paper and crepe paper. White glue, pipe cleaner "stems" and paper fasteners such as brads will also be helpful. Allow students to improvise and encourage originality in their designs. Place bouquets of their creations around the classroom.

GET IT TOGETHER

White and colored construction paper
Scissors
Crayons
Crepe paper
Green pipe cleaners
White paper plates, bowls and cups
White glue
Colored tissue wrapping paper
Brads

RESOURCES

BOOKS

Aguirre, Reuben E. *Teaching the Chicano/Mexican American Cultural Heritage in the Elementary School: A Teacher's Guide Parts I and II.*

Appleton, Le Roy. *American Indian Designs and Decorations.*

Bearden, Romare. *Six Black Masters of American Art.*

Brown, Leo K. *Indian Baskets and Plates: Made by California Indians and Many Other Tribes.*

James, George Wharton. *Indian Basketry.*

Naylor, Maria. *Authentic Indian Designs.*

Richardson, Ben. *Great Black Americans.*

Sayer, Chloe. *Crafts of Mexico.*

Yu, Connie. *My Ancestors are from China.*

TALK IT OVER

Art has a function in every culture. Art defines and reinforces a culture's values. What does art reveal about a culture? What is the function of art for a culture?

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Native American

Sandpainting: Sandpainting is an ancient art of the Navaho, Apache, Papago and Southern California Indians which expresses love and devotion to the Great Spirit in a ceremonial ritual. Sandpaintings are created of colored sands, flower pollens, ground cornmeal, roots and barks by the tribal Medicine Man. Each sandpainting has a symbolic spiritual meaning. Deepen your students' understanding of Native American symbolism in this old art medium. Gather and prepare "sands" of various colors. Provide sturdy pieces of cardboard or permit students to work directly on the ground in a cleared outdoor area. Direct students to create a sandpainting which expresses a value which is important to them. Ask those who are willing to explain their sandpaintings.

Black American

Painting Styles: A number of Black American painters have received acclaim for their work. Being black in America has often had a profound affect on these artists. The subjects of their paintings and their personal styles have been greatly influenced by their social history and economic conditions. Develop students' appreciation for the ways in which society and art have influenced one another through the study of Black American painters. Instruct small groups of students to research the life of one of the following artists: Joshua Johnson, Robert Duncanson, Henry O. Tanner, Horace Pippin and Jacob Lawrence. Direct each group to report on the key influences in their artists' life and times, showing the style of painting he developed.

Asian American

Brush Painting on Kites: Chinese and Japanese American brush painters create calligraphic characters and beautiful scenes of nature with special watercolors on rice paper. Their brush is held perpendicular to the paper and only the very tip is used for painting. Vivid designs are also applied to kites made of rice paper on split bamboo frames. Your students will enjoy making kites with an Asian design. Gather kite making materials from an art center. Soak brushes in warm water for half an hour before students begin to paint. Locate examples of Chinese and Japanese characters and art scenes for students to adapt on their kites. Plan a kite flying day!

Mexican American

Mural Painting: Mexican American painters have utilized the mural to communicate their history with great strength and dignity. The most well-known of the muralists are Diego Rivera, José Orozco and David Siqueiros. Their murals can be seen on large walls of buildings in cities of Mexico, the United States and in many other countries. Your students will develop greater understanding of mood and feeling portrayed through this art form. Provide large pieces of cardboard from appliance boxes and paint materials. Permit students to self-select small groups with whom to work. Direct each group to develop a theme for a mural that makes a statement about people living and working together. Put their completed murals up in the school hallways.

GET IT TOGETHER

Sand
Ground cornmeal
Multicolored peas and beans
Cardboard
Rice paper
Brushes
Tempora and watercolor paints
Split bamboo

RESOURCES

BOOKS

Bearden, Romare. *Six Black Masters of American Art.*

Jue, David. *Chinese Kites: How to Make Them and Fly Them.*

Richardson, Ben. *Great Black Americans.*

Rodriguez, Anna. *My Ancestors are from Mexico.*

Schreiner, Nikke. *Mexico Mural and Book Packet.*

Villaseñor, David. *How to do Indian Sandpainting.*
_____. *Tapestries in Sand.*

Wolff, Diane. *Chinese Writing.*

Yep, Lawrence. *Dragonwings.*

MULTIMEDIA

Bilingual Educational Services, Inc. **Young Chicano Series,** *"Young Muralist".*

TALK IT OVER

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Native American

Pueblo Pottery: The Pueblo Indians of New Mexico have been creating extraordinary pottery for 2000 years. Your students will gain an appreciation and understanding of this ancient art by forming a jar or bowl of their own. Provide clay and tools for scraping it. Prepare a work area with movable bases covered with linoleum or oilcloth to avoid sticking. The best known Pueblo pottery is made with the coil system. Direct students to cut bases from a slab and to build their pots by rolling half-inch thick coils rolled gently under their palms. Have them roughen the rim of their bases before putting this first coil in place. Succesive coils are added by splitting one end and tapering the other. Smooth to finish. Bake and glaze.

Black American

Sculpture: The remarkable sculptress Augusta Savage began her life work with clay as a young girl of six. Savage's most famous statue, Gamin, is a bust which she modeled from the head of a Harlem child. She spent many years teaching and encouraging talented black students to develop their skills. Develop your students' awareness of form and style in this medium. Provide clay and equipment for each student to create an animal or human likeness. Smaller forms may be strengthened by using toothpicks, while larger figures may need a wire skeleton for support. Orange-wood sticks can substitute for professional modeling tools. Encourage students' creativity as they develop their figures. Allow figures to self-harden. Share pictures of Black American sculpture done by Augusta Savage or Richmond Barthé.

Asian American

Japanese Pinch Pots: Many Japanese American families continue the tradition of setting aside a special place of beauty in their homes where a lovely painting of nature, flower arrangement or a piece of pottery is placed. The hand-drawn or pinch pot method is used in making much of this pottery. Your students will develop an appreciation for Japanese American art styles and skill in the techniques used to form hand-drawn clay pieces. Provide each student with a ball of clay and a covered work area. Direct each of them to create a vase by molding the clay balls with their thumbs inside and fingers outside, turning their piece continuously. After baking and glazing their vases, students might try their hands at a Japanese flower arrangement.

Mexican American

Relief Tiles: Brightly colored Mexican American relief tiles are both decorative and functional. Assist students in rolling out the clay tiles to standard square dimensions by using a wooden form fashioned of four thin strips of wood nailed to a flat base that you have covered with oilcloth to prevent sticking. Direct students to use a rolling pin to roll out their own clay slabs. Their tiles should be allowed to self-harden until they are leathery. With modeling tools instruct students to create relief designs by sketching their figures and carefully cutting away the surrounding clay to form a flat background. Allow tiles to dry in a cool place to prevent cracking. Students may then paint or lacquer their tiles according to the finish desired.

GET IT TOGETHER

where no kiln is available use:

Mexican pottery clay (mix as needed; can be baked in an oven at 250°)
Mexican pottery clay glaze (rebake at 150° for a long-lasting finish)
work bases
linoleum or oilcloth pieces
clay modeling tools, orange-wood sticks
pottery paints, lacquers
wood strips
rolling pin
clay dust or French chalk

RESOURCES

BOOKS

Bearden, Romare. *Six Black Masters of American Art.*
Harlow, Francis. *Contemporary Pueblo Indian Pottery.*
Nakata, Velma. *My Ancestors Are From Japan.*
Richardson, Ben. *Great Black Americans.*
Sayer, Chloe. *Crafts of Mexico.*

FILMS

MARIA OF THE PUEBLOS, 15 min., C, I-C, 1971.

TALK IT OVER

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Native American

Jewelry: Native Americans of Northern California have long used shells to make beautiful pieces of jewelry and to decorate ceremonial dance skirts. The Hupa and the Yurok peoples have traditionally hung large abalone shells from skirt fringes with smaller shells covering their front aprons. Your students will develop an appreciation for the simplicity and beauty of natural objects used by the first Californians in their art, ceremonies and attire. Gather abalone, dentalium, scallops and clam shells among other smaller varieties. Introduce the use of an electric drill using the finest bit and a board to place shells against while drilling. Do not push too hard while drilling. Permit students to select shells for their necklaces or belt decorations. Waxed nylon cord or macrame cord is attractive for stringing their shells.

Black American

Collage: Contemporary Black artist Romare Bearden is noted for his outstanding collages created with pieces of photographs combined to express social themes. Students in your class will increase their appreciation for cultural diversity in the United States and will utilize creative thinking skills as they design a collage of their own. Select a variety of discarded magazines which include pictures of Americans from all segments of the population. Old *Ebony, Life, National Geographic* and *Saturday Evening Post* magazines are ideal. Provide tagboard for the background. Direct students to arrange and then glue in place a collage of photos which shows the special qualities of living in a country in which people are of many different ethnic and cultural backgrounds. Put their work on display where other classes can enjoy seeing them.

Asian American

Paper Folding Art: Chinese paper folding art and Japanese origami have entertained children for centuries as elders have taught the secret of transforming squares of paper into an endless array of miniature objects. Birds, flowers and tiny toys, boxes or baskets can easily be fashioned by following directions and accurately folding where indicated. Students' skill in following directions and in proper sequencing will be developed in addition to their appreciation of the fun of this ancient craft. To increase the enjoyment of this activity, invite a Chinese or Japanese American to class to demonstrate for the students. Or, select a resource book and practice a few of the objects you would most like to teach your class. Begin with colorful squares of paper and have a wonderful time! Hang by threads around your classroom.

Mexican American

Piñatas: The Spanish brought the popular piñata game to Mexico about 400 years ago. Instead of the more elaborately decorated piñata containers of today, a plain clay jar was used. Still, children's fun in being blindfolded and trying to break open the treat-filled pot hanging above their heads was much the same. Students will gain skill in paper sculpture techniques as well as an appreciation for the multicultural heritage of Mexican Americans. Gather papier maché materials and instruct students to plan a piñata design of their own or to select a pattern from a craft book. Encourage students' originality in decorating their piñatas. Plan to have a piñata party for "La Posada" at Christmas, or for Children's Day on April 30!

GET IT TOGETHER

abalone, dentalium, scallops and clam shells
a variety of smaller shells
household electric drill, fine bits
board to use as base for drilling
waxed nylon cord or macrame cord
tagboard, white glue, scissors
discarded magazines: *Ebony, Life, National Geographic, Saturday Evening Post*
paper squares; vary style and quality
old newspapers
liquid laundry starch
flour-water paste (i.e. 1 part flour to 2 parts water)
rubber cement
paper: tissue, crepe, construction
paint brushes, tempera
heavy twine
balloons

RESOURCES

BOOKS

Brock, Virginia. *Piñatas.*
Inverarity, Robert. *Art of the Northwest Coast Indians.*
Jordan, June. *Who Look At Me.*
Kakahama, Toshie. *Origami Toys.*
Soong, Maying. *The Art of Chinese Paper Folding.*

TALK IT OVER

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MUSIC

Native American

Drums: Native American tribes from all over the United States have traditionally used drums to accompany ceremonial songs and dances. The type of drum made varies from one region to another depending upon the different materials available in each group's environment. Students will develop an understanding of the variations in sound produced by size and style differences, and will gain an appreciation for the role of rhythm in musical expression. Provide a variety of containers which students can use as frames: tin cans or pails, bowls, boxes or baskets. Materials for the drum-heads include heavy paper, linen, duck, chamois, canvas, oilcloth, etc. Twine, rubber bands, wire or leather thongs will be needed to secure and tighten the drum-heads in place. Permit students to experiment, innovate, design and decorate!

Black American

Body Percussion: Rhythmic clapping using the entire body to accompany play, songs and dance is used as proficiently by Black American as by African musicians. Clapping hands, slapping thighs, arms and chest, tapping feet: all add to the joy of making music. Students will develop skill in body percussion and an appreciation for the artistry of this musical form. Introduce body percussion to interested students. Begin with simple hand clapping and foot tapping to familiar songs. Start by having students clap and tap with every beat. Then direct students to clap only on the accented beats. Finally, demonstrate and have students clap only on the unaccented beats while tapping the other beats with their feet. After they've mastered this, add clapping of thighs, arms and chest in rhythmic patterns.

Asian American

Bamboo Flutes: In many Asian countries bamboo is used to make woodwind instruments. Students will develop skill in analyzing this musical form through making and playing their own flutes. Provide bamboo cane for interested students. Bring and supervise the careful use of a coping saw, vise, wood auger, file and pocket-knife. Direct the students to secure the bamboo in the table vise before sawing their piece off about a foot long. Inside joints can be drilled through with a wood auger the width of the bamboo. Instruct students to experiment with the sounds of their flutes before and after adding holes with the tip of a pocket-knife blade at various points along the top.

Mexican American

Maracas: Mexican maracas, made of dried gourds or hollowed wood with seeds or pebbles inside, are traditionally used as percussion instruments to set the rhythm for songs and dances. Students will gain an appreciation for Mexican musical styles and an understanding of the form and function of this percussion instrument. Provide ¾ inch doweling for handles and the smallest type of balloons for interested students to use as the basic maraca form under layers of papier maché (See Task Card 4). After their instruments have dried, encourage students to paint them with brightly colored Mexican designs.

Now your class is ready to play their instruments together. Your students will have fun as they cooperate to compose the rhythmic patterns for their personalized renditions of a few lively American folksongs like "I've Been Workin' on the Railroad", "She'll Be Comin' Round the Mountain When She Comes", or "Hambone". Rehearse and perform for another class.

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CULTURAL EXCHANGE

GET IT TOGETHER

Containers for drum frames: tin cans, pails, bowls, boxes, baskets
Heavy paper, linen, duck, chamois, canvas, oilcloth
Twine, rubber bands, wire
Leather thongs
Construction paper
Paints, brushes
½ inch wide bamboo cane
Coping saw, vise, wood auger
File, pocket-knife
Smallest balloons
¾ inch doweling
Papier maché materials (See Task Card 4)

RESOURCES

BOOKS

Mandell, Muriel. *Make Your Own Musical Instruments.*

Dietz, Betty and Michael Babatunde Olatunje. *Musical Instruments of Africa.*

Hofmann, Charles. *American Indians Sing.*

Hofsinde, Robert. *Indian Music Makers.*

Jones, Bessie. *Step It Down.*

Kettlekamp, Larry. *Flutes, Whistles and Reeds.*

FILMS

DISCOVERING AMERICAN INDIAN MUSIC, C, 24 Min., I-C A. 1971.
DISCOVERING THE MUSIC OF JAPAN, C, 22 Min., J-A A, 1967.

RECORDS/TAPES

AMERICAN INDIAN MUSIC FOR THE CLASSROOM, Dr. Louis Ballard.
MUSIC FROM THE DISTANT CORNERS OF THE WORLD, The Nonesuch Explorer.

TALK IT OVER

Music has a function in every culture. Music defines and reinforces a culture's values. What does music reveal about a culture? What is the function of music for a culture?

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Native American

"Cheyenne Hand Game Song": Typical of many Native American children's games, the "Cheyenne Hand Game Song" develops a keen eye and facile hand movements. Two teams compete at passing a small object around a circle. While one team passes, the other observes and, when the drum signals the passing to stop, guesses who has the object. Begin by teaching the song (See Task Card 7). Then, divide your class into two teams, a passing team and a guessing team. Direct the passing team to kneel in a circle. Demonstrate the following pattern to accompany the song: beats 1 and 2, pat knees; beats 3 and 4, cross hands and pat knees (passing object if they have it); beats 5 and 6, uncross hands and pat knees; beats 7 and 8, pat the floor with hands meeting their neighbors' (passing object if they have it). Fun!

Black American

"Head and Shoulders, Baby": This Black American clapping game will be appreciated and thoroughly enjoyed by your whole class! Teach the song first (See Task Card 7), then add these actions:

"Head and shoulder, baby"	partners facing each other, touch own head, shoulders, head
"One, two, three"	clap right hands with partner, clap own hands (in the rest) clap left hands with partner, clap own hands, clap right hands with partner
"Head and shoulders, baby, one, two, three"	repeat the above
"Head and shoulders, head and shoulders, head and shoulders, baby"	touch own head, shoulders, head, shoulders; touch partner's head, shoulders, head
"One, two, three"	repeat clapping pattern as above
"Knee and ankle, etc."	repeat above movements touching knees and ankles instead of head and shoulders. Be sure to touch partner's knees and ankles at the appropriate time.
"Oh I ain't been to Frisco and I ain't been to school; and I ain't been to college, but I ain't no fool"	begin the following patterns on the word "ain't" Beat 1: step right Beat 2: lift left knee, and clap Beat 3: step left Beat 4: lift right knee and clap
"To the front, etc."	jump frontwards, backwards, and side-to-side as directed by the words.

Asian American

"Tinikling": In the Philippines, Tinikling, the famous bamboo pole folk dance is very popular. Two dancers, one male and one female, imitate the graceful movement of this beautiful long-legged Philippine bird stepping among tall grasses. Students will gain an appreciation for this unique folk dance and skill in performing it. You will need a pair of bamboo poles eight to ten feet long and a pair of narrow boards two feet long on which to strike the poles during the dance. Permit students to participate both in dancing and as polebearers. The rhythm is three beats, striking the poles down against the boards twice and then striking the poles together on the third count. Dancers hop in and out on the beat carefully!

Mexican American

"Al Citron": Your students will enjoy learning this rhythmic game song of Mexico. Teach your class the words and melody of "Al Citron" (See Task Card 7). Provide a small stone or stick for each student and direct the group to sit in a circle. Tell students to pass their stones to the right, hitting them down on the floor in front of their neighbor exactly on each beat. They must then quickly pick up the stone which has been placed in front of them so that they can pass it on at the very next beat. When the words "triki, triki, tron" are sung, students are to hit their stones to their own right ("triki") and left ("triki") and then pass them on at the word "tron". Children who break the rhythm leave the circle until one remains. Complicated? Fun!

GET IT TOGETHER

Small objects: stones, sticks, acorns
Drum
Two bamboo poles, 8-10 feet long each
Two narrow boards, 2' x 2" x 1½"

RESOURCES

BOOKS

Ignacio, Melissa Macagba. *The Philippines: Roots of My Heritage.*

Jones, Bessie. *Step It Down.*

RECORDS/TAPES

AMERICAN INDIAN MUSIC IN THE CLASSROOM, Louis Ballard.
LATIN AMERICAN CHILDREN GAME SONGS, Henrietta Yurchenco.

TALK IT OVER

Music has a special function in every culture. Music defines and reinforces a culture's value. What does music reveal about a culture? What is the function of music for a culture?

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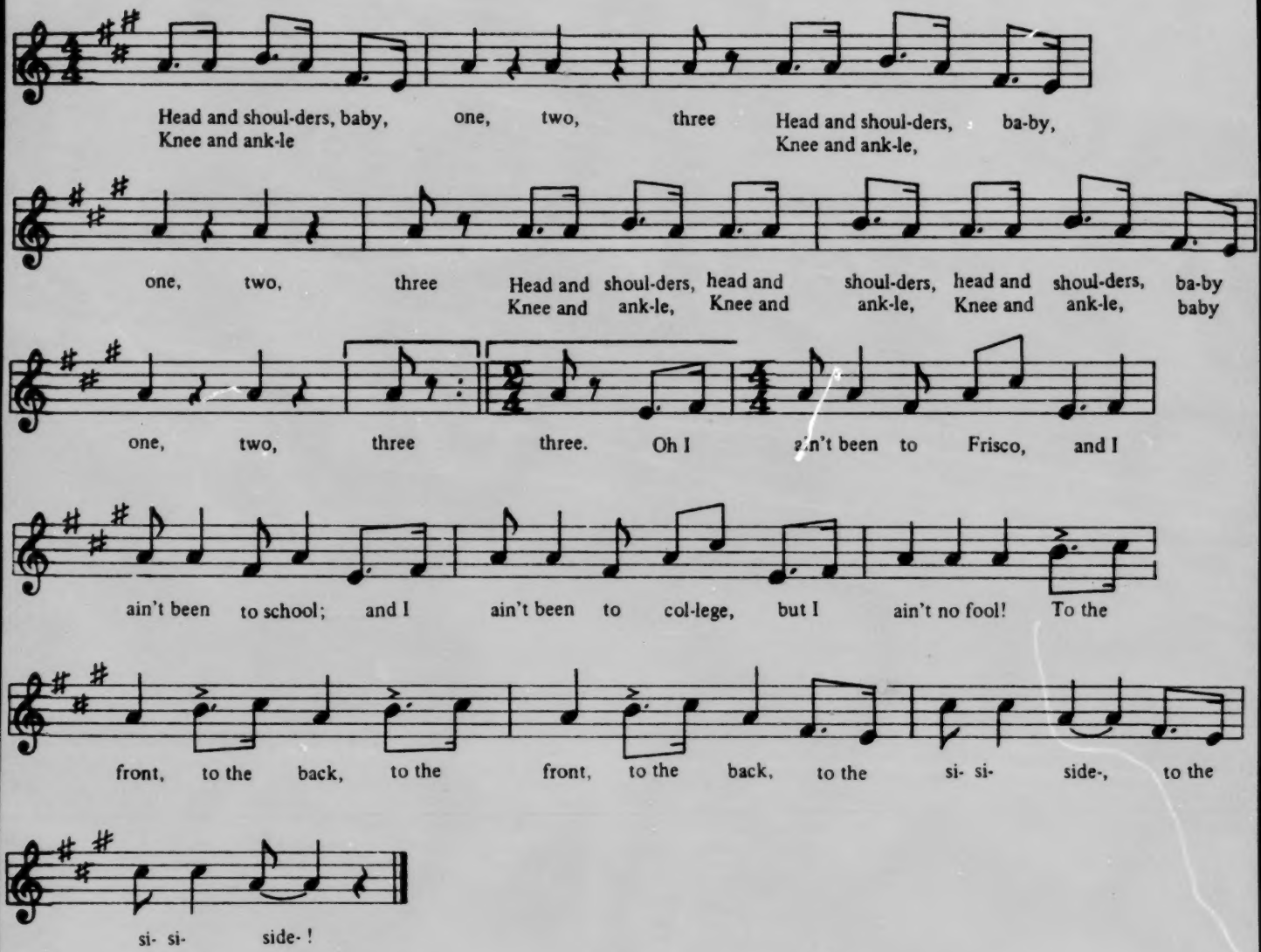
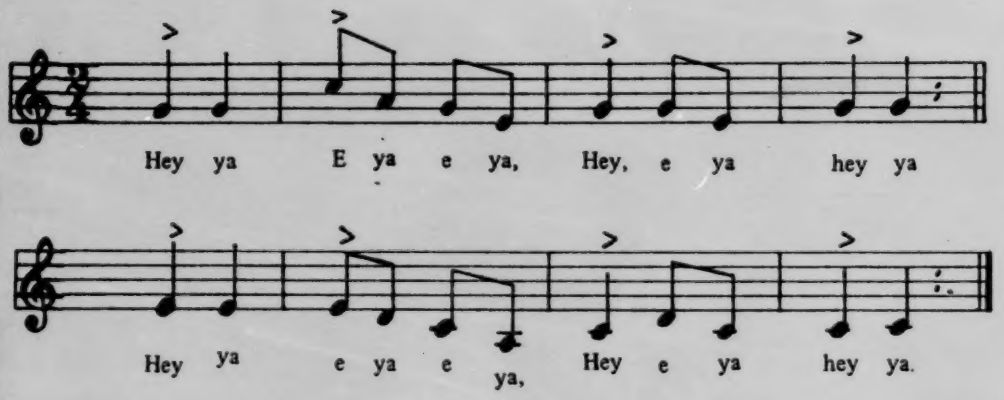
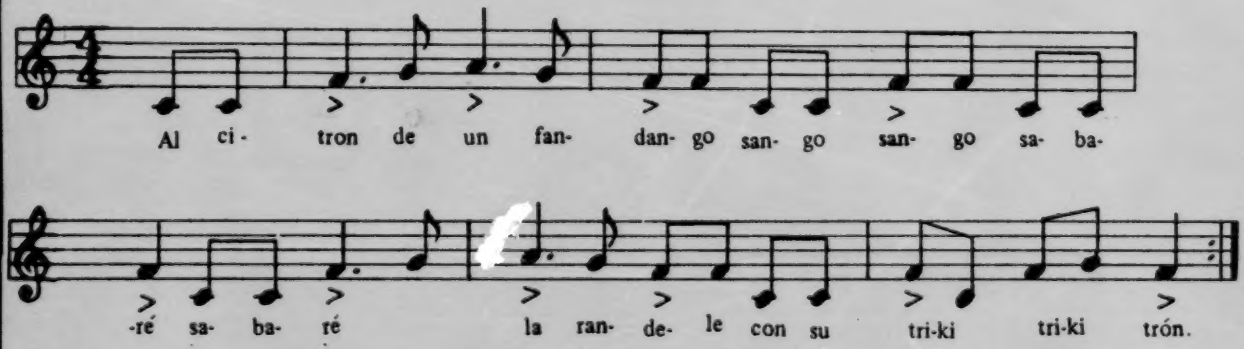
HEAD AND SHOULDERS, BABY


Head and shoul-ders, baby, one, two, three Head and shoul-ders, ba-by,
Knee and ank-le Knee and ank-le,
one, two, three Head and shoul-ders, head and shoul-ders, head and shoul-ders, ba-by
Knee and ank-le, Knee and ank-le, Knee and ank-le, baby
one, two, three three. Oh I ain't been to Frisco, and I
ain't been to school; and I ain't been to col-lege, but I ain't no fool! To the
front, to the back, to the front, to the back, to the si- si- side-, to the
si- si- side-!

CHEYENNE HAND GAME SONG



AL CITRON

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Native American

Traditional Tribal Music: Since there are over 200 tribes in the United States alone, Native American music includes many different cultural styles. The music of each group is an expression of their distinctive beliefs and customs. Students will develop an appreciation for the significance of Native American music and an understanding of the diverse cultural styles found in the U.S. Gather records and tapes of various Native American tribal songs and dances. Introduce your students to the music repeatedly over a period of several brief sessions. Encourage those students who are interested to accompany the songs with percussion instruments. If possible, invite a Native American singer from your area to present songs of his tribe.

Black American

Jazz: The richness of Black American music is exemplified by the styles and forms of folksongs, including spirituals, ragtime, the blues, and finally, jazz. Classic jazz with its small bands emphasizes improvisation and polyphonic texture. One of jazz's most expressive and creative innovators was the late great Louis "Satchmo" Armstrong, an instrumental genius, admired and emulated by jazz specialists all over the world. Students will appreciate the dynamics of Black American jazz and enjoy responding to the music. Locate a record or tape of Armstrong's favorites. Encourage students to participate with body percussion (Task Card 5). Those interested can be encouraged to read about the history of jazz and report on their findings.

Asian American

Japanese Instruments: Three unique instruments from the musical heritage of Japanese Americans may sound very strange to your students' ears. The delicate sounds of the *shakuhachi flute* are very expressive. The *koto*, a six foot long zither with thirteen strings and the *samisen* which is a three-stringed instrument shaped somewhat like a banjo are used to accompany traditional dance and drama. Students will develop respect and appreciation for the unique forms, styles and qualities found in *shakuhachi, koto* and *samisen* music. Find an album or tape recording which includes selections of each instrument. Provide students with large pieces of parchment or manila paper, watercolor paints and brushes. Introduce each musical selection, directing students to paint what they feel in response to the music.

Mexican American

Mariachi Bands: The guitar was brought to the Southwest United States by the first Spanish settlers after the conquest of Mexico. The mariachi band style began at this time. In addition to guitar music, mariachi singers are often accompanied by violin, trumpet, clarinet or accordian. Students will develop appreciation and enjoyment of mariachi music and skill in identifying the various instruments being played. Select an album or tape recording of mariachi music to play for your students. Ask them to listen carefully to the lively music and to write down the names of the different instruments they hear. Invite everyone to choose partners and dance to the popular *La Raspa*.

GET IT TOGETHER

Record player or tape recorder
Large parchment or manila paper
Watercolor paints, brushes

RESOURCES

BOOKS

Hughes, Langston. *The First Book of Jazz.*

Terkel, Studs. *Giants of Jazz.*

FILMS

BLACK MUSIC IN AMERICA - FROM THEN 'TIL NOW, 29 Min., C, JH, 1971.
DISCOVERING AMERICAN INDIAN MUSIC, 24 Min., C, I-C A, 1971.
DISCOVERING THE MUSIC OF JAPAN, 22 Min., C, J-C A. 1967.
MEXICAN DANCES, PART I AND II, C, 36 Min. each, I-C A, 1971.

RECORDS/TAPES

AMERICAN INDIAN MUSIC FOR THE CLASSROOM, Dr. Louis Ballard.
LOUIS ARMSTRONG, Swaggie.
MEXICAN FOLK DANCES, Bowmar.
MUSIC FROM THE DISTANT CORNERS OF THE WORLD, The Nonesuch Explorer.

TALK IT OVLR

Music has a special function in every culture. Music defines and reinforces a culture's values. What does music reveal about a culture? What is the function of music for a culture?

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Native American

U.S. Place Names: Long before European settlers migrated to North America, the land was inhabited and cherished by native tribes from coast to coast. The highways we travel today were at one time trails blazed by our historic ancestors thousands of years ago. Place names remind us of our American forebears' presence here. Students will appreciate and understand the meanings of Native American place names. Instruct students to use dictionaries, encyclopedias, and almanacs to research meanings and origins of the words: Alaska, Arizona, Connecticut, Idaho, Kansas, Missouri, Ohio, Oklahoma, Tennessee, Texas and Wyoming. Direct students to make note of any other place names, their origins and meanings as they are working. Share in class.

Black American

West African Languages: The ancestors of more than one out of every ten Americans were from West Africa. During the early years of our history, West Africa was called the Slave Coast. Slave traders kidnapped and sold strong, intelligent young Africans into slavery in the Americas. Because of the great variety of cultures, languages and dialects in West Africa, it was difficult for the captives to communicate with each other well enough to formulate a united effort opposing their captivity. Students will appreciate West African diversity and the effects it had on Black Americans' enslavement. Direct students to study a map of West Africa, to list the countries and to research the names of culture and language groups from each region. Discuss their findings in class.

Asian American

Cantonese: Every language has a number of dialects which vary from one region to another and are distinguished by pronunciation, vocabulary and grammatical differences. In Asian languages, intonation patterns are another significant variable from one cultural region to another. Today, more people speak Mandarin Chinese than any other language in the world (nearly 600 million). Most Chinese Americans' ancestors emigrated from Kwantung Province where the Cantonese dialect is spoken. Students will appreciate and understand dialectic variation. Create a poster or duplicate the Cantonese numbers and their phonetic pronunciations on the chalkboard for students to copy and learn: *1-yat (yut) 2 - yih (yee) 3 - saam (sahm) 4 - sei (say) 5 - ngh (eng) 6 - luhk (look) 7 - chāt (chut) 8 - baat (baht) 9 - gau (gow) 10 - sahp (sup).* On a map of China, locate Kwantung Province.

Mexican American

Náhuatl: When Cortez conquered Mexico in 1521, the inhabitants spoke over 700 languages. Náhuatl, which was the official language of the Aztec Empire at the time of the conquest, was also spoken by the Toltecs, Chichimecs and Nahuas. Today over a million people in Mexico and Guatemala speak Náhuatl or a related language. Students will appreciate the diverse cultural heritage of Mexican Americans and gain an understanding of the development and migration of languages. Introduce and ask students to translate the Náhuatl words: *tomatl, chocolatl, coyotl, tamalli* and *chilli.* On a map which shows linguistic divisions, direct students to locate the language family to which Náhuatl belongs. Have them locate other regions in which this language family is represented. Discuss migration patterns which affect language distribution.

GET IT TOGETHER

MAPS OF:

United States
Native American Territories
West Africa
China
Mexico
World (Linguistic divisions)

RESOURCES

BOOKS

Aguirre, Reuben E. *Teaching the Chicano/Mexican American Cultural Heritage in the Elementary School: A Teacher's Guide Part I and II.*

Lacy, Leslie Alexander. *Black Africa on the Move.*

National Geographic. *The World of the American Indian.*

KITS

Language S.O.S.: *Useful Phrases in English/Cantonese.*

TALK IT OVER

Language, verbal and non-verbal – reflects the values and world view of a culture and its sub-cultures.

How does a group of people use language, verbal and non-verbal, to meet its needs?
Why are there different dialects in the same language?
What are the different types of jargon and when are they helpful to people?

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LANGUAGE

Native American

Sequoyah. The giant coastal redwoods of California were named for the brilliant Cherokee inventor Sequoyah who developed a writing system using syllables. Sequoyah worked persistently for twelve years when, in 1821, he finally put his syllabary to the test. Students will appreciate and understand Sequoyah's contribution within the context of the Cherokee experience. Permit students to work in small groups, researching, organizing and reporting on one topic per group: (1) History of the Cherokee Nation; (2) Sequoyah's life and achievements; (3) Sequoyah's writing system and symbols. After each group reports on its findings, direct the students to copy Sequoyah's symbols and their English equivalents.

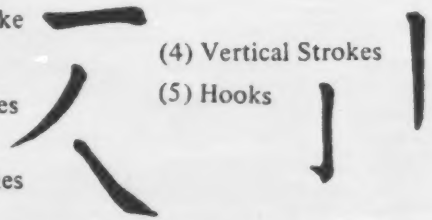
Black American

Black English. Brought to the southern U.S. to work on plantations as slaves, the first Black Americans spoke an English dialect influenced by their West African speech patterns. Under the scrutiny and control of the white slave-masters, Blacks learned to express their longing for freedom and justice in symbolic ways which their masters could not detect. Students will gain appreciation, understanding and respect for Black English. Introduce students to the two Black spirituals (see reverse) "Go Down, Moses" and "Oh Mary, Don't You Weep." Elicit analogies to the Biblical stories about Israel's captivity and release. Harriet Tubman's code name was "Moses." Direct students to research Harriet Tubman's role in Black emancipation and the use of freedom symbols in Black Speech.

Asian American

Chinese Calligraphy. Chinese writing is an ancient art. The characters express love of nature and consist of six basic strokes:

(1) The Horizontal Stroke
(2) Dots
(3) Sweeping Left Strokes
(4) Vertical Strokes
(5) Hooks
(6) Sweeping Right Strokes



Students will appreciate and understand the use of Chinese written characters. Refer to TASK CARD 9. Provide practice paper, black markers, and a large chart of the following number characters for students to practice.

1- 一	2- 二	3- 三	4- 四	5- 五
6- 六	7- 七	8- 八	9- 九	10- 十

Mexican American

Spanish. Mexican Americans in the Southwest and throughout the United States speak both English and Spanish. Many Spanish words have become a part of American English. In the Southwest many place names are of Spanish origin. Students will recognize and appreciate Spanish expressions. Introduce pronunciation rules for Spanish: *a* as in father; *e* as in met; *i* as in me; *o* as in go; *h* is not sounded; *j* and *x* are sounded like h; *ll* as y in you; *ñ* as ny in canyon. Provide Spanish-English dictionaries and direct students to pronounce and translate the following expressions:

Buenos diás!	Por favor!
Bién gracias!	Perdóname!
Adios!	Como, está usted?
Hasta mañana!	Mucho gusto.
Lo siento.	Hásta luego.
Señora	Señor
Sí.	Señorita
Hablo español un poćo!	No.

CULTURAL EXCHANGE

GET IT TOGETHER

Newsprint
Poster paper
Black markers

RESOURCES

BOOKS

Berlitz, Charles. *Passport to Spanish.*

Castillo, Carlos. *University of Chicago Spanish Dictionary.*

Hughes, Langston and Arna Bontemps. *Book of Negro Folklore.*

National Geographic. *The World of the American Indian.*

Sharpe, J. Ed. *The Cherokees Past and Present.*

Winslow, Margaret. *Expression: Black Americans.*

Wolff, Diane. *Chinese Writing: An Introduction.*
_____. *Easy Guide to Everyday Chinese.*

FILMS

SEQUOYAH, C, 15 Min., P-H, 1974, Disney.

TALK IT OVER

Language, verbal and non-verbal – reflects the values and world view of a culture and its sub-cultures.

How does a group of people use language, verbal and non-verbal, to meet its needs?
Why are there different dialects in the same language?
What are the different types of jargon and when are they helpful to people?

GO DOWN, MOSES

Go down, Moses,
Way down in Egyptland
Tell old Pharaoh
To let my people go.

When Israel was in Egyptland
Let my people go
Oppressed so hard they could not stand
Let my people go.

Go down, Moses,
Way down in Egyptland
Tell old Pharaoh
"Let my people go."

"Thus saith the Lord," bold Moses said,
"Let my people go;
If not I'll smite your first-born dead
Let my people go."

Go down, Moses,
Way down in Egyptland,
Tell old Pharaoh,
"Let my people go!"

OH MARY, DON'T YOU WEEP

Oh Mary, don't you weep, don't you moan,
Oh Mary, don't you weep, don't you moan,
Pharaoh's army got drownded,
Oh Mary, don't you weep.

One of dese mornings, bright and fair,
Take my wings and cleave de air,
Pharaoh's army got drownded,
Oh Mary, don't you weep.

One of dese mornings, five o'clock,
Dis ole world gonna reel and rock,
Pharaoh's army got drownded,
Oh Mary, don't you weep.

Oh Mary, don't you weep, don't you moan,
Oh Mary, don't you weep, don't you moan,
Pharaoh's army got drownded,
Oh Mary, don't you weep.

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Native American

Sign Language: Intertribal communication for trade and other purposes often relied upon Indian sign language. Signing became a highly complex form of gestures understood from one region to another. European explorers and settlers found that sign language was a good way for them to communicate with Native Americans, too. Students will understand and appreciate the expressive qualities of sign language. Direct students to pair off and develop a brief "conversation" in sign language, using no spoken words to communicate their meaning. Allow adequate time for each team to practice their signing. Then, invite those who are willing to demonstrate. The rest of the class can try to guess the message behind their gestures.

Black American

Jive: Jive is non-standard Black English jargon which gives color to our language. Some jive is used quite commonly today: "bread" for money; "cool" for calm; "dig" for understand; "gimme some skin" for hand greetings; "so help me" for that's the truth; "mellow" for agreeable, pleasant. Students will enjoy and appreciate the place of jive in our language. Introduce the topic and ask students to brainstorm a list of jive words as you record them on the board. Then, direct students to compose a short story in which a dialogue occurs between two jivers, using quotation marks and proper paragraphing. After they have proofread the final draft of their stories, ask a volunteer to organize a booklet of their jive stories with an author and title index for your class library.

Asian American

Southeast Asian Languages: In recent years the United States has become the adopted homeland for many families from Southeast Asian countries. Most communities have developed a resettlement program to aid refugees in transition. Students will understand and appreciate the diversity of cultures and languages represented by the Southeast Asian immigrants. Display a map of Southeast Asia. Direct students to use the encyclopedia to locate the names of the various countries and to print labels for the countries indicating the languages spoken in each. Invite a Southeast Asian American who lives in your community to come to your class and tell about his native country. Have students prepare questions for your visitor in advance.

Mexican American

Bilingual Education: Many Mexican American children speak Spanish at home. Some educators believe it is better for children to learn their school subjects in their primary language before teaching them in English. Other people think that they should just be taught in English right away. Your students will understand and appreciate the pros and cons of the bilingual education issue. Select two opposing teams of students to discuss and consider the question: *Should American schools provide basic instruction in any other languages besides English?* Permit the students equal time to debate the issue with one opportunity for rebuttal each. Those students in the audience may vote upon conclusion of the debate.

GET IT TOGETHER

Map of Southeast Asia
Tagboard labels
Colored felt tip pens

RESOURCES

BOOKS

Amon, Alene. *Talking Hands: Indian Sign Language.*

Antony, Dominidora. *My Ancestors Are From Southeast Asia.*

Coy, Harold. *Chicano Roots Go Deep.*

Hofsinde, Robert. *Indian Sign Language.*

Hughes, Langston and Arna Bontemps. *Book of Negro Folklore.*

TALK IT OVER

Language, verbal and non-verbal -- reflects the values and world view of a culture and its sub-cultures.

How does a group of people use language, verbal and non-verbal, to meet its needs?
Why are there different dialects in the same language?
What are the different types of jargon and when are they helpful to people?

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Native American

Classic American Cooking: Distinctively American foods from coast to coast have been passed down to us today from our Native American ancestors. Each region of our country is known for the delicious products of its soil and the peoples who cultivated, gathered and hunted them so many years ago. Students will appreciate the variety of foods from the Native American heritage: corn, beans, tomatoes, potatoes, peanuts, seafood recipes, barbecued dishes, squashes, pumpkins, avocados, herbs, berries, nuts, melons and on and on. Invite a Native American from your local community to talk about traditional foods used by tribes in your area. Plan a recipe to make in class for a tasting party.

Black American

Soul Foods: Soul food comes from the days of slavery when Blacks were permitted only the commonest of foods. Despite their adversity, Black Americans cooked up some mighty delicious and nutritious recipes. Greens have become an American favorite. Students will understand and appreciate Black American soul food cooking. Invite a Black American resource person to class to talk about soul food cooking and to demonstrate and assist students with the preparation of a recipe for your tasting party. Discuss the excellent nutritional components of the foods being prepared. Invite students to describe their own families' ways of preparing similar foods.

Asian American

Stir Fry: Asian Americans prefer to stir fry their vegetables. This method helps retain the natural vitamins and color in the foods cooked. Rice is frequently served with stir fried vegetables and pieces of pork, beef, chicken or seafood. Students will understand and appreciate the Asian American method of stir frying. Invite an Asian American resource person to class for the *Cultural Exchange* tasting party. Ask her to bring a wok and to guide the students in the preparation of stir fry vegetables. Prepare enough brown rice for your whole class. Purchase chopsticks for each student to use. Tea would be an appropriate party beverage!

Mexican American

Tortillas: Mexican American dishes stem from the Indian and Spanish cultures. Some foods originated thousands of years ago such as tortillas, tacos, refried beans and hot sauces. Students will appreciate and understand the diverse heritage of Mexican Americans reflected in foods and their preparation. Invite a Mexican American resource person to help students prepare corn and/or flour tortillas for the tasting party. Tortillas are really a form of bread. List as many different kinds of bread your students can think of and discuss with them the factors which contribute to so much cultural variety in food preparation.

GET IT TOGETHER

Ingredients for recipes chosen
Cooking utensils
Place mats, plates, napkins
Chopsticks
Decorations, multicultural cente
Class fund to pay for ingredient

To add to your *Cultural Exchange* tasting party fun, invite students to bring a foo
tural heritages which their families enjoy. Ask students to write the names and r
next to their dishes. Later create a class cookbook by hole punching, covering

RESOURCES

BOOKS

Berry, Erick. *Eating and Cooking Around the World: Fingers Before Forks.*

Cooper, Terry. *Many Hands in Cooking: An International Cookbook for Boys and Girls.*

Jackson, Ruth. *Soul Food Cookbook.*

Kimball, Yeffe. *The Art of American Indian Cooking.*

Sunset Books. *Foods That Mexico Gave to the World.*

Wu, Sylvia. *Madame Wu's Art of Chinese Cooking.*

FILMS

ACORNS – STAPLE FOOD OF CALIFORNIA INDIANS, C, 30 Min., J-C, 1962.
FOOD, CLOTHING, AND SHELTER IN THREE ENVIRONMENTS, 18 Min., C., J-C, 19

TALK IT OVER

HOME ECONOMICS

Foods reveal important characteristics about a culture.

What do the foods of a culture tell about its history and traditions?
How does the physical environment influence the types of foods used by different c
What are some of the techniques different cultures have developed to manage their f

©19

LITERATURE
AND ORAL TRADITIONS

Native American

Explanatory Legends: Every culture has myths and legends which explain the origins of the world and its creatures. Native American lore has come to us through centuries of oral tradition. Students will understand and appreciate this distinctively American literature. Direct students to locate a collection of Native American explanatory legends in their school, community or home library. Instruct students to select and read a legend of their choice and to write a paragraph summary of the story including a brief description of the culture group and region of the country from which it comes. Then provide art materials for students to create illustrations of the legends they chose, using their paragraphs as captions for display.

Black American

Yoruba Tales: The Yoruba are a West African people located today in the state of Dahomey in western Nigeria. Many Black Americans trace their ancestry back to the Yoruba who are famous for their traditional stories, music and art. Students will enjoy, understand and appreciate Yoruba tales which frequently teach a moral. Yoruba storytellers often chant their tales with rhythmic drum accompaniment. Select a small group of volunteers to locate a Yoruba story from a collection of African folktales in the library and to prepare a choral reading with drum improvisations in the background. Provide ample opportunities for them to practice together before scheduling their presentation for the other members of your class.

Asian American

Wisdom Literature: Many Asian peoples follow the teachings of Buddha. There are 20 Buddhist temples in California at the present time. Some Asian Americans have a small statue of Buddha in their homes. Students will develop an appreciation for wisdom literature from the Buddhist tradition. Direct students to research and write a brief paper describing the life and one key teaching of Buddha. Encourage students to use as many different library resources as possible and to cite the sources they use in their papers. Using their papers as references initiate a class discussion of Buddhist teachings comparing them to other religious writings with which your students are familiar.

Mexican American

Mexican Indian Legends: Legends from the Maya, Toltec and Aztec cultures share the explanation motifs of other Native American stories. Legends about the god Quetzalcoatl, Feathered Serpent, emphasized conflict and paved the way for the invasion by Cortez in 1519. Students will understand and appreciate the contributions of Mexican Indian legends to American forms of literature. Instruct students to locate and read several Mexican Indian legends. Then, direct students to write original explanatory legends of their own, selecting geographical phenomena from your local area as the basis for their creation myths. When their final drafts are completed, permit those students who are willing to read their stories to the class. The stories might then be displayed in the school library.

GET IT TOGETHER

Poster paper
Paints, brushes
Drum

RESOURCES

BOOKS

Clark, Ella. *Indian Legends of the Pacific Northwest.*

Curry, Jane. *Down From the Lonely Mountain: California Indian Tales.*

Fuya, Abayomi. *Fourteen Hundred Cowries and Other African Tales.*

Grant, Clara. *Land of the Plumed Serpent.*

Marriott, Alice. *American Indian Mythology.*

Rice, Edward. *The Five Great Religions.*

Roy, Cal. *The Serpent and the Sun: Myths of the Mexican World.*

Winslow, Margaret. *Expression: Black Americans.*

FILMS

MEXICAN-INDIAN LEGENDS, C, 16 Min., IJ, 1976.
NORTH AMERICAN INDIAN LEGENDS, C, 21 Min., IJ, 1973.

TALK IT OVER

LITERATURE AND ORAL TRADITIONS

Literature and oral traditions serve important functions for a culture.

What do the literature and oral traditions of a culture reveal about a culture?
How do the literature and oral traditions of a culture contribute to its preservation?
How do the literature and oral traditions of a culture contribute to its development?

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LITERATURE
AND ORAL TRADITIONS

Native American

Coyote Tales: Coyote is the main character of many Native American tales of the Pacific Northwest. He is a trickster-hero who sometimes uses his supernatural powers to help, but occasionally plays dirty tricks for his own advantage. Students will enjoy and appreciate the Native American coyote tales and the lessons they teach. Divide students into four study groups. Introduce Group One to the coyote character and direct them to locate a few Native American folktales in which the coyote is featured. Instruct them to select a tale which appeals to them and to create a large cartoon strip showing the main events of the story in sequence. Provide butcher paper, paints and brushes when they are ready to begin.

Black American

Brer Rabbit: African folktales include many animal characters. Black Americans brought these animal characters with them to the United States. The small and seemingly helpless hare who always managed to outwit the stronger animals in African tales became the endearing Brother Rabbit of Black American folktales. Students will understand and appreciate the symbolic elements in Brer Rabbit tales for Black Americans during the years of slavery. Introduce Group Two to the Brer Rabbit character and have them locate a collection of Black American folktales which includes a Brer Rabbit story. Instruct them to proceed with developing a cartoon strip sequence as under Native American.

Asian American

Dragon King: The Dragon King is a mythical character found in many Chinese, Japanese and Vietnamese folktales. Dragons most often dwell under the waters of streams, rivers, lakes and the sea. Dragons symbolize kindness and power. Children born in the year of the Dragon will be lucky, powerful and wealthy. Students will enjoy and appreciate the place of the Dragon King in Asian mythology. Introduce Group Three to the dragon character and guide them in locating a collection of Chinese, Japanese or Vietnamese folktales which includes a tale about the dragon. Repeat your instructions regarding the development of a cartoon strip sequencing of the story's main events.

Mexican American

Our Lady of Guadalupe: The legend of Our Lady of Guadalupe dates back to the year 1534 shortly after the Spanish Conquest of Mexico and is the beginning of a uniquely Mexican Christian tradition. The Indian Virgin Mary is honored in Mexican American festivals every year. Students will understand and appreciate the culturally diverse traditions represented in Mexican American literature. Introduce Group Four to the characters and theme in the Our Lady of Guadalupe legend. Instruct them to locate accounts of the legend and the historical context in library resource books. Direct them to create a sequenced series of illustrations for the legend as described previously.

GET IT TOGETHER

Large sheets of butcher paper for each group
Poster paints, brushes

RESOURCES

BOOKS

Clark, Ella. *Indian Legends of the Pacific Northwest.*

Curry, Jane. *Down From the Lonely Mountain: California Indian Tales.*

Grant, Clara. *Mexico: Land of the Plumed Serpent.*

Hughes, Langston and Arna Bontemps. *Book of Negro Folklore.*

Jordan, Philip. *The Burro Benedicto.*

Lester, Julius. *Black Folktales.*

Lum, Peter. *Fairy Tales of China.*

Marriott, Alice. *American Indian Mythology.*

Morgan, William. *Coyote Tales.*

Pratt, Davis. *Magic Animals of Japan.*

Roy, Cal. *The Serpent and the Sun.*

Vo-Dinh. *The Toad is the Emperor's Uncle: Animal Folktales from Vietnam.*

Winslow, Margaret. *Expression: Black Americans.*

TALK IT OVER

LITERATURE AND ORAL TRADITIONS

Literature and oral traditions serve important functions for a culture.

What do literature and oral traditions of a culture reveal about the culture?
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LITERATURE
AND ORAL TRADITIONS

Native American

Poems and Chants: Native American literature comes to us from an oral tradition passed down from one generation to the next. Traditionally words are reverenced for their power and beauty as are the elements of nature. Recordings and translations of Native American poems and chants into English, and the contemporary literature of Native American authors reflect the richness of their cultural heritage. Students will understand and appreciate the poetic imagery in Native American literature. Instruct students to locate a collection of Native American poems and to select one poem to copy for study. Direct students to note the authors and/or tribes from which their poems come. Permit students to read and respond to their poems in class.

Black American

Black Poets: Arna Bontemps, Langston Hughes, Gwendolyn Brooks and Nikki Giovanni are among the many Black American poets who have been recognized for their great talents. Their poetry is alive with the metaphors of their experiences of being black in America. Students will understand and appreciate the Black American poetic spirit. Instruct students to choose a poem from a book by a Black American author for study and interpretation. Direct them to copy their selection citing the author and title of the collection. Permit students to read and respond to their poems in class. Records and tapes of Langston Hughes and Nikki Giovanni reading their own poems are also available.

Asian American

Haiku: The art of Japanese haiku is over seven hundred years old. Today the pleasure of reading and writing haiku is widespread throughout Japan and includes a broad following in the United States. The ancient masters of haiku, Bashō, Issa and Buson, have been translated into English and serve as models for three different interpretations of "haiku-moments." Three-line poems of 5, 7 and 5 syllable lines, haiku are short but concentrated sketches of perfect clarity which capture the mood of a season of nature. Students will enjoy and appreciate the haiku form and will gain skill in writing their own verse. Instruct students to read several haiku poems and then to write a few of their own. Permit students to read their haiku in class.

Mexican American

I Am Joaquin: A chronology of the history of the Mexican American people parallels Rodolfo Gonzales' powerful epic poem *I Am Joaquin.* This lengthy dramatic narrative recounts the accomplishments of the mighty Amerindian civilizations of the past through the periods of conquest, independence, war and present day life. Students will gain an awareness of Mexican American cultural diversity and endurance. Select a small group of students to study Gonzales' poem together. Direct them to choose representative sections of the poem to prepare for reading in class. Ask each student to be ready to discuss the meanings of the poetic images which Gonzales uses.

RESOURCES

BOOKS

Atwood, Ann. *My Own Rhythm: an approach to haiku.*

Behn, Harry. *More Cricket Songs: Japanese haiku.*

Bierhorst, John. *In the Trail of the Wind: American Indian Poems and Ritual Orations.*

Brooks, Gwendolyn. *Bronzeville Boys and Girls.*

Cronyn, George. *American Indian Poetry.*

Giovanni, Nikki. *Ego-Tripping and Other Poems for Young People.*

Gonzales, Rodolfo. *I Am Joaquin.*

Henderson, Harold. *An Introduction to Haiku.*
_____. *Haiku in English.*

Hughes, Langston and Arna Bontemps. *The Book of Negro Folklore.*
_____. *Don't You Turn Back: Poems by Langston Hughes.*

Jordan, June. *Who Look at Me.*

Naahaabi, K'os. *Notes From the Center of the Earth.*

FILMS

HAIKU, C, 14 Min., I-C, 1972.

RECORDS

THE DREAM KEEPER, record by Langston Hughes.

THE REASON I LIKE CHOCOLATE, record by Nikki Giovanni.

TALK IT OVER

LITERATURE AND ORAL TRADITIONS

Literature and oral traditions serve important functions for a culture.

What do the literature and oral traditions of a culture reveal about a culture?
How do the literature and oral traditions of a culture contribute to its preservation?
How do the literature and oral traditions of a culture contribute to its development?

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Native American

Virginia Driving Hawk Sneve received the Council on Interracial Books for Children Award in 1972 for her outstanding story of adventure and suspense *Jimmy Yellow Hawk.* Jimmy is a young Sioux who feels that he is grown up enough to be called by more than just a nick-name. Students will identify with Jimmy and will appreciate and understand the social life and customs of the Sioux. Include Virginia Sneve's *Jimmy Yellow Hawk* on your class' recommended reading list. Direct a student who selects it to give an oral report including highlights of the story which might motivate others to read it.

Black American

Mildred D. Taylor won the John Newberry Medal in 1977 for her dramatic historical novel *Roll of Thunder, Hear My Cry,* a sequel to *Song of the Trees.* Rich characterization distinguishes Taylor's story of back country living during the years of the Great Depression in Mississippi. Students will relate to the Logan family's experience and will understand and appreciate the endurance of Black Americans. Include Mildred Taylor's award winning books on your class' list of recommended reading. Direct students who read them to report orally in class.

Asian American

Laurence Yep won a Newberry Honor Award for his extraordinary historical fantasy *Dragonwings.* The story's young hero, Moon Shadow, narrates an account of his immigration to San Francisco from a remote village in China in 1903. The unpleasant realities of early Chinatown are sensitively related, though Yep omits to ascribe responsibility for the economic exploitation. Students will enjoy the delightful humor and will gain appreciation and understanding for the Asian American experience. Recommend *Dragonwings* to your class and permit students who read it to discuss their reactions in class.

Mexican American

Ernesto Galarza has received wide acclaim for his exceptional autobiographical account *Barrio Boy.* The story of a boy who journeys with his family from their mountain village in Mexico to the barrio of Sacramento, *Barrio Boy* explores the new experiences and influences which Galarza encountered. Written with sensitivity and warmth *Barrio Boy* will provide students with a keen picture of Mexican American life. Recommend *Barrio Boy* to your students and encourage those who read it to share their response to it in class.

RESOURCES

BOOKS

Galarza, Ernesto. *Barrio Boy.*

Sneve, Virginia Driving Hawk. *Jimmy Yellow Hawk.*

Taylor, Mildred D. *Roll of Thunder, Hear My Cry.*
_____. *Song of the Trees.*

Yep, Laurence. *Dragonwings.*

TALK IT OVER

LITERATURE AND ORAL TRADITIONS

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LITERATURE
AND ORAL TRADITIONS

Native American

Chief Joseph of the Nez Perce was a Native American leader who tried in every humane way to live peacefully with the European settlers who were emigrating west to the Idaho, Oregon and Washington territories. The story of his peoples' valiant attempts in the face of grave losses and false treaties is remarkable. *Chief Joseph's Own Story* and Russell Davis' excellent biography *Chief Joseph* both detail in a moving way the vision, wisdom and humility of this great man. Students will develop respect and understanding for the Native American perspective. Include both titles on your students' list of recommended reading. Permit oral reports in class.

Black American

Malcolm X was a forceful spokesman for Black Americans. He grew from the confines of a confused, troubled youth to a position of leadership and respect throughout the world community. At the age of 39, he was assassinated. Alex Haly's *Autobiography of Malcolm X* is an excellent background resource for teachers. Arnold Adoff's illustrated biography, *Malcolm X* and Richard Curtis' book, *The Life of Malcolm X* are appropriate for upper elementary readers and provide honest portrayals of this powerful Black man's life. Include both titles on your students' list of recommended reading. Permit oral reports in class.

Asian American

Daniel Inouye is a Japanese American who grew up in Hawaii and was the first United States senator elected to represent the state. His deep concern for equal rights for people of all races is reflected in his work in Congress. He published his autobiography *Journey to Washington* in 1967. Jane Goodsell won the 1978 NCSS Woodson Award for her biography *Daniel Inouye.* Your students will gain a more personal appreciation and understanding of the Asian American experience by reading these excellent accounts of Senator Inouye's courageous life. Include both books on your students' list of recommended reading. Permit oral reports in class.

Mexican American

Cesar Chávez is considered the best-loved Mexican American leader of this generation. Though not everyone agrees with Chávez, he is widely acclaimed and respected. Few biographies treat Chávez adequately. Harold Coy's exceptional story *Chicano Roots Go Deep* includes a segment on Chávez within the broader context of the history of Mexican American - Chicano culture. Your students appreciation and understanding of this rich heritage will deepen immeasuably through their reading of Coy's outstanding narrative. Include *Chicano Roots Go Deep* on you students' list of recommended reading. Permit students' to give oral reports in class.

RESOURCES

BOOKS

Adoff, Arnold. *Malcolm X.*

Chief Joseph. *Chief Joseph's Own Story.*

Coy, Harold. *Chicano Roots Go Deep.*

Curtis, Richard. *The Life of Malcolm X.*

Davis, Russell. *Chief Joseph.*

Goodsell, Jane. *Daniel Inouye.*

Haley, Alex. *The Autobiography of Malcolm X.*

Inouye, Daniel. *Journey to Washington.*

TALK IT OVER

LITERATURE AND ORAL TRADITIONS

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SOCIAL SCIENCE

Native American

An Arctic bridge joined the continents of Asia and North America during the last period of the Ice Age. Native American ancestors used this narrow strip of land to migrate to the New World. These Paleo-Indians arrived around 15,000 - 12,000 B.C. and settled the continent from Alaska to southern Chile, hunting and gathering the abundant wildlife, fishes and vegetation for subsistence. Students will identify regions on a map to which the Paleo-Indians migrated and will understand various aspects of their original cultures. Display a large map of the world and introduce the Bering Straits route. Instruct students to research and report on the culture of one of the many ancestral groups and to indicate on the map the region to which they migrated.

Black American

The Slave Trade in Europe began in 1441 with a Portuguese raid on the west coast of Africa. Twelve blacks were captured and presented as gifts to Prince Henry who sought approval from the Pope. Authorization came in 1455. The slave trade grew. The appeal of cheap labor spread with the migration of Europeans to the New World. Students will identify the African homelands and will appreciate the the diverse cultures of the Black Americans who were brought to the United States against their wills. On your world map, introduce the West African countries from which the slave ancestors of Black Americans were forceably taken. Direct students to research and report on a West African culture group, locating and describing the region on the map.

Asian American

Chinese merchants returning from San Francisco to their home port in the Kwangtung province of China in 1849, carried with them the news that gold had been discovered in California. Economic conditions in China motivated many to arrange passage to Gum San, land of the Golden Mountains. Students will identify the Kwangtung province on a world map and gain an appreciation of the Cantonese culture. Introduce students to the Kwangtung province on your world map. Indicate the trade route between China and the U.S. Direct students to research and report on the six districts in Kwangtung from which most Chinese immigrants came.

Mexican American

The Spanish Conquest of the middle American Aztec civilization was accomplished in 1521 under the leadership of the young explorer Hernan Cortes. New Spain, as it was then called, was first colonized by men sent from Spain to settle and protect it. Many of these men married or lived with native women. The children of these unions were called *mestizos* and soon became the majority population. Students will recognize and appreciate that the sixteenth century explorations by the Spanish in the southwest territory north of Mexico is reflected in the Mexican American culture prevalent in this region today. Introduce students to the routes Cortes followed to the Aztec capital city, Tenochtitlan. Direct them to research and report on the cultural changes which developed after the conquest.

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CULTURAL EXCHANGE

Large World Map

RESOURCES

Appropriate for use throughout the Social Science discipline

BOOKS

Acuna, Rudolfo. *The Story of the Mexican Americans.*
Aguirre, Reuben. *Teaching the Chicano/Mexican American Cultural Heritage in the Elementary School: A Teacher's Guide Parts I and II.*
Bilingual Education Minority Studies. *Mexican American Studies.*
Chu, Daniel. *Passage to the Golden Gate.*
Coy, Harold. *Chicano Roots Go Deep.*
Davis, Burke. *Black Heroes of the American Revolution.*
Forbes, Jack. *The Indian in America's Past.* Teacher Reference.
Fox, Paula. *The Slave Dancer.*
Franklin, John Hope. *From Slavery to Freedom.*
_____ *Reconstruction: After the Civil War.*
Gridley, Marion. *Contemporary American Indian Leaders.*
Hughes, Langston. *A Pictorial History of Black Americans.*
Iacopi, Robert. *Look to the Mountain Top.*
Jones, Claire. *The Chinese in America.*
Jones, Jayne. *The American Indian in America, Volumes I and II.*
Katz, William. *A History of Black Americans.*
Leathers, Noel. *The Japanese in America.*
Lester, Julius. *To Be A Slave.*
McCunn, Ruthanne. *An Illustrated History of the Chinese in America.*
McWilliams, Carey. *North From Mexico.* Teacher Reference.
Miller, Stuart. *The Unwelcome Immigrant.* Teacher Reference.
Mitchell, Girtha. *My Ancestors are from Africa.*
Myer, Dillon. *Uprooted Americans.* Teacher Reference.
Nakata, Velma. *My Ancestors are from Japan.*
National Geographic Society. *The World of the American Indian.*
Nava, Julian. *The Mexican American in American History.*
_____ *Mexican Americans: Past, Present and Future.*
Nee, Victor. Longtime Californ': *A documentary study of an American Chinatown.* Teacher Reference.
Parish, Helen Rand. *Estebanico.*
Pinchot, Jane. *The Mexicans in America.*
Pitt, Leonard. *The Decline of the Californios.* Teacher Reference.
Rodriguez, Anna. *My Ancestors are from Mexico.*
Spangler, Earl. *The Negro in America.*
Sung, Betty Lee. *The Chinese in America.*
_____ *The Story of the Chinese in America.* Teacher Reference
Tebbel, John. *South by Southwest.*
Wei Min She Labor Party. *Chinese Working People in America.*
Winslow, Margaret. *Expression: Black Americans.*
Yellow Robe, Rosebud. *An Album of the American Indian.*
Yu, Connie. *My Ancestors are from China.*

FILMS

A LITTLE JOKE. C, 10 min., P-J, 1978, Churchill.
ANNIE AND THE OLD ONE. C, 14 min., P-J, 1978, BFA.
AUTOBIOGRAPHY OF MISS JANE PITTMAN. C, 110 min., J-C, 1974, LCA.
BLACK HISTORY, LOST, STOLEN, STRAYED. C, 54 min., J-C A, 1968, BFA.
CHICANO FROM THE SOUTHWEST. C, 15 min., I-H, 1970, EBE.
DIFFERENT PEOPLE, DIFFERENT VALUES. C, 10 min., I-H, 1977, BFA.
FREDERICK DOUGLASS. C, 50 min., P-CA, 1966 , SAUDEK.
HARRIET TUBMAN AND THE UNDERGROUND RAILROAD. C, 21 min. IJ, 1972, BFA.
I'M GOING TO BE THE LION'S HEAD. C, 19 min., I-J, 1972, Xerox.
INDIAN INFLUENCES IN THE U.S. C, 11 min, P-J, 1964, Coronet.
MARIA OF THE PUEBLOS. C, 15 min., I-C, 1971, Centron.
MULTICULTURAL EDUCATION: A TEACHING STYLE. C, 25 min., A, 1978, Media Five.
MY FRIEND. C, 15 min., I-J. 1975. AIT.
OH, FREEDOM. C, 26 min., J-H, 1970, Rediscovery Productions
SENTINELS OF SILENCE, C, 19 Min., P-CA, EBE.

TALK IT OVER

SOCIAL SCIENCE

All people have similar needs but meet these needs in culturally different ways.

What are some of the physical, emotional, intellectual and spiritual needs all people have?
How do the ways of life of different cultures meet these same needs? What occurs when different cultures come into contact, and possible conflict, with one another?

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SOCIAL SCIENCE

Native American

First encounters between Native Americans and the European settlers were relatively peaceful. In fact, the settlers' initial problems of hunger, cold, disease and fear were solved in large part by Native Americans' kindness and hospitality. The settlers were taught to survive in the wilderness and were generally left in peace. As more and more Europeans migrated to the New World, land use and rights became a basic issue of great conflict. Students will identify instances of conflict between Native Americans and European settlers and will appreciate and understand the perspectives of both. Instruct students to select an instance of conflict between the culture groups and to describe it in a brief paper. Direct them to analyze the situation recommending an alternative course of action to any injustice. Culminate the activity by creating a class list of the alternatives students proposed.

Black American

The slave system was a dehumanizing experience for both slaves and masters. The hierarchy of plantation life in which the slave was treated as a piece of property to be bought and sold with little regard for life or liberty was a tragic reality. Students will develop an understanding and appreciation for the perspective of Black American slaves from the time of their earliest captivity through the Reconstruction Period. Julius Lester won a Newberry Honor Award in 1969 for his vivid account *To Be A Slave.* Read Lester's book to your students over a period of a few weeks. Take time to discuss those aspects which stimulate students' questions or comments. Elicit and talk about students' reactions and feelings. After you finish reading the book, ask students to evaluate how their knowledge and attitudes have changed about this era in our history.

Asian American

Chinese workers labored in the California gold fields and helped build the transcontinental railroad. The men were energetic and very self-disciplined. Although the Chinese were praised for their productivity, they were treated with ridicule and violence by many other Americans who viewed the Chinese with fear because of their differences and their competition in the job market. Students will gain an awareness of the social and economic conditions in the United States and California during the 1840's to 1870's and the role of Chinese labor in the building of the West. Direct students to read several accounts about the Chinese work in the gold fields and railroad lines. Instruct them to outline a summary of their findings and to write brief descriptions of the Chinese contributions and the difficulties they encountered. In class, discuss the affects of fear in human relationships.

Mexican American

The Spanish mission system was one of the methods established to settle the Southwest and hold it for Spain, extending dominion north, from the settlements in central Mexico. The missions attempted to teach Christian values and the Spanish culture to the native peoples. In California, 21 missions were in operation by April 1834. Students will gain a multidimensional perspective of Spain's mission system and the problems experienced during this colonization period. Instruct students to research and write a brief biographical account of the life work of Junipero Serra, noting the problems he encountered in his efforts to establish missions in California. In class, record a summary of Fray Serra's accomplishments and the difficulties he had. Then, brainstorm a list of benefits and one of losses experienced by the tribes whose territories were being colonized.

RESOURCES

BOOKS

See Task Card 18

TALK IT OVER

SOCIAL SCIENCE

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SOCIAL SCIENCE

Native American

War and disease plagued America from the early 1600's. The Native Americans had no immunities to smallpox, tuberculosis, measles and influenza, which were introduced by the Europeans. The native peoples died from these "new diseases" in large numbers: in many places their populations were reduced by 90 to 95 percent. Weakened by sickness and death, Native Americans were less able to defend their lands from the encroachment of the settlers. Students will understand and appreciate the effects of war and disease on the Native American population. Instruct students to locate population statistics in an almanac and other references, and, in small groups, to create charts which show the dramatic reduction in the native population and land holdings between 1600 and 1900.

Black American

Slave revolts and war were inevitable as abolitionist sentiments prevailed against the "pecular institution." Frederick Douglass, a runaway slave, founded a newspaper to express his convictions about slavery. The most famous Black American to serve the cause of justice and freedom was Harriet Tubman, who guided more than 300 others to liberty. Students will understand and appreciate the courage of Black Americans in protesting and escaping from slavery, and the voluntary participation of over 200,000 Black Americans in the Civil War. Direct students to research the lives of Frederick Douglass and Harriet Tubman. Then instruct them to prepare a script for a mock interview in which Douglass and Tubman respond to key questions about this period.

Asian American

The Oriental Exclusion Act was passed by Congress in 1882 and ended the immigration of Chinese laborers for many years to come. Other laws and ordinances during this same period served to legalize persecution of those Chinese already in the United States. Students will develop an awareness of legal discrimination against the Chinese and how it affected their immigration to the United States. Direct one group of students to locate and prepare a replica of the Oriental Exclusion Act. Instruct a second group of students to use an almanac to create a chart which shows comparative immigration statistics for various ethnic groups, including the Chinese from 1830 to the present. Evaluate the affects of the Oriental Exclusion Act in class.

Mexican American

Mexican independence from Spain was proclaimed in 1821. Discontent with Spain's policies, and following Father Miguel Hidalgo's cry in 1810 for land, liberty, justice and equality for the mestizos and Indians, the fight for independence was continued under the leadership of José Maria Morelas. Students will identify the conditions of the mestizos and Indians which inspired their revolt in 1810. Instruct students to research the social conditions in Mexico which lead to the revolution. Direct them to contrast the Mexican revolution against Spain with the American revolution against England. Instruct students to compare the elements in the Declaration of Independence which are similar to Hildago's call to reform. In class have students summarize their findings. Then, elicit and record students' definitions for "liberty," "justice" and "equality." Refine the definitions until all are in agreement. Copy on tagboard and post them.

CULTURAL EXCHANGE

GET IT TOGETHER

Poster paper
Lined chart paper
Felt tip pens
Rulers, pencils
Tagboard, parchment paper

RESOURCES

BOOKS

See Task Card 18

Bennett, Lerone, Jr. *Pioneers in Protest.*

Chittenden, Elizabeth. *Profiles in Black and White: Stories of Men and Women Who Fought Against Slavery*

Douglass, Frederick. *From Slave to Statesman: The Life and Times of Frederick Douglass.*

Epstein, Sam. *Harriet Tubman Guide to Freedom.*

Fall, Thomas. *Canalboat to Freedom.*

Feder, Bernard. *Cultures in Conflict.*

Mann, Peggy. *The Man Who Bought Himself: The Story of Peter Still.*

Petry, Ann. *Harriet Tubman: Conductor on the Underground Railroad.*

Richardson, Ben. *Great Black Americans.*

Sloan, Irving. *The Treatment of Black Americans in Current Encyclopedias.*

TALK IT OVER

SOCIAL SCIENCE

All people have similar needs but meet these needs in culturally different ways.

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SOCIAL SCIENCE

Native American

Reservations are the tax-free lands which were "reserved for" the defeated Native Americans by the United States government in the Removal Act of 1830. Much of the reservation land was far less desirable than those territories the natives had previously inhabited. Government agents from the Bureau of Indian Affairs (BIA) were assigned to keep order and distribute rations. Students will identify the distribution of reservations in the United States and will understand and appreciate the human, land and cultural losses experienced by Native Americans. On a map of the United States direct students to locate and pinpoint all of the reservations located in the United States using an almanac listing or other resources. Instruct students to research and prepare a list of the harsh problems which the Native Americans experienced in reservation life. Display their list next to the map.

Black American

The reconstruction period was plagued with problems for the newly emancipated Black Americans, the defeated and poverty-stricken South, and the recovering nation as a whole. Your students will understand and appreciate the hardships suffered during the post-Civil War period. Instruct three teams of students to research the reconstruction period and report on (1) the social and economic problems of the former slaves; (2) the problems experienced by the defeated Southerners; and (3) President Lincoln's policies for the reconstruction. After each team of students has completed a written report, direct them to each select a representative to present their perspective to "Congress" advocating a plan which they feel would best meet their needs. Follow with a class discussion and vote.

Asian American

Japanese immigration to the United States began during the 1890's and rapidly increased in the following decades. A labor shortage in the West resulting from the Oriental Exclusion Act created a demand for the Japanese immigrants who were willing to work for very low wages. Despite poor conditions and discriminating policies, Japanese families worked diligently together. Students will understand and appreciate Japanese contributions to American agriculture, fishing industries and wholesale produce marketing. Direct students to research and report on the early Japanese immigrants and to cite specific accomplishments and problems experienced by them.

Mexican American

The Mexican-American War lasted from 1846-48, Mexico losing nearly half its land to the United States. All territories that lay west of Texas and north to the 42nd parallel were ceded to the United States. The Treaty of Guadalupe Hildago guaranteed rights of property and citizenship to all Mexicans who chose to stay in the ceded territories. Students will recognize United States-Mexico boundaries and the limits of the treaty. Provide a large working map of the United States and Mexico. Instruct students to locate information about the Mexican-American War. Have them list those states which were formerly a part of Mexico. Permit students to draw a boundary line on the map as it existed prior to the war. Direct students to research and report on the conditions of the treaty and how it functioned in actuality. Have students read further and evaluate how the California Gold Rush affected Mexican ranchers.

GET IT TOGETHER

U.S. map
Map of U.S.-Mexico
Pens with colored heads
Grease pens

RESOURCES

BOOKS

See Task Card 18

TALK IT OVER

SOCIAL SCIENCE

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SOCIAL SCIENCE

Native American

The Indian Reorganization Act of 1934 marked an important turning point in government relations with Native Americans. Reservation life, controlled by BIA agents was akin to concentration camps. The people had no voice in the management of their own affairs, and their health and education services were very poor. Students will understand the conditions on reservations and the attempts of Native Americans to improve them. Direct students to self-select small groups with which to research and report the details of the following topics: (1) the Meriam Report of 1928; (2) BIA Commissioner John Collier's Plan under Roosevelt's "new deal"; (3) the Indian Reorganization Act of 1934; (4) the Johnson O'Malley Act of 1934; and (5) the establishment of the Indian Claims Commission in 1946. Have each group share its report with the whole class.

Black American

Constitutional amendments were added in the years following the Civil War. The 13th Amendment abolishing slavery was ratified in 1865. The 14th Amendment, which was ratified in 1868, granted citizenship to Black Americans. The 15th Amendment was ratified in 1870 and gave Black men the right to vote. The new freedoms were negated to a large degree by the organization of bitter groups like the Ku Klux Klan and the officially sanctioned "Black Codes." Students will gain an awareness of the denial of rights experienced by Black Americans. Divide students into three groups and instruct them to create parchment replicas of (1) the 13th, 14th and 15th Amendments; (2) the "Black Codes," and (3) newspaper headlines which focus upon the hostile acts of Ku Klux Klan members against Blacks.

Asian American

Japanese relocation, following President Franklin D. Roosevelt's signing of Executive Order 9066 on February 19, 1942, was a tragic experience for over 105,000 Japanese Americans. Although the United States was at war with Italy and Germany as well as Japan, only the Japanese Americans were removed from their homes and placed in concentration camps. The seeds of racial discrimination had come to bear a bitter fruit. Students will understand and appreciate the experience of Japanese Americans during their relocation. Direct students to research the location and a description of each relocation center. Display photographs. During a discussion period consider the personal losses the Japanese Americans incurred. Ask students to respond to the question: "Which freedom would be the most difficult for *you* to lose?"

Mexican American

Crossing the border from Mexico to the United States or from the United States to Mexico occurred frequently and was not regulated until the early 1900's. After 1900, nearly 10 percent of Mexico's total population emigrated to the United States. Students will understand and appreciate how proximity of the United States and Mexico has influenced migration across the border. Direct students to create a chart of current population statistics for the border states which show ethnic distribution, and in particular, the density of Mexican American compared to the total populations. In class discuss the social, economic and political reasons for the steady migration of Mexican Americans across the border.

GET IT TOGETHER

Parchment paper
Felt tip pens
Pencils, rulers
Chart paper

RESOURCES

BOOKS

See Task Card 18

Myer, Dillon. *Uprooted Americans.* Teacher Resource.

MULTIMEDIA

RELOCATION OF JAPANESE AMERICANS: RIGHT OR WRONG? Zenger Productions, Inc.

TALK IT OVER

SOCIAL SCIENCE

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SOCIAL SCIENCE

Native American

Relocation of Native Americans to urban areas was instituted under Commissioner of Indian Affairs Dillon Myer in 1950. Myer had headed the War Relocation Authority during World War II. The relocation program was designed to assimilate Native Americans into the cities, hopefully improving their economic conditions. Students will understand and appreciate the intentions and outcomes of the relocation program. Instruct students to research the relocation program which took effect between 1957-1966 under Commissioner Myer. Direct students to create a tally sheet of the pros and cons of the program, citing specific examples. In class, record a composite of your students' findings on the chalkboard or on tagboard. Discuss the conflict between materialism and Native American cultural values.

Black American

Segregation of Black Americans became a way of life which further limited their opportunities for an equal education and for access to public accommodations. Desperate conditions motivated some to move West while most Black Americans remained in the South. Two great leaders with opposing views emerged during the half century following the Civil War: Booker T. Washington and W.E.B. DuBois. Both men were deeply concerned with Black education. Students will understand and appreciate the viewpoints of these famous men. Divide the class into two groups and instruct each to research the life and ideas of one of the above men. Encourage each group to gather as much data as possible and to organize the key concepts each man held. Have each group select a member to play the roles of Washington and DuBois in a creative dialogue between the two men. Permit class members to question them following their dialogue.

Asian American

Repeal of the Oriental Exclusion Act late in 1943 followed China's alliance with the United States during World War II. Conditions in China during the years after the repeal motivated many Chinese to join their families and friends in the United States under the more equitable quotas. Students will understand and appreciate the quota system and the naturalization process. Using data from an almanac or encyclopedia, give each student in class the name of a country of the world whose people have emigrated to the United States. Direct the students to select an appropriate name and occupation and to be able to describe their country of origin and their reasons for emigrating to the United States. Then, perform the naturalization ceremony in which you inform your student "immigrants" of their rights and responsibilities as citizens. (Congratulate them!)

Mexican American

The Bracero Program was negotiated by the United States with Mexico during World War II in order to remedy the shortage of farm workers. Over 400,000 *braceros* (contract workers) came to work in the United States while remaining citizens of Mexico. Students will understand and appreciate the important contributions of the Mexican braceros during the war-time labor shortages and will gain an awareness of some of the abuses of the program. Instruct students to research and write brief reports on the bracero program. Divide the class into three groups – one of which represents the growers, a second the Mexican braceros and the third representing Mexican American citizens. Have each group prepare a position based upon the details of the bracero program. Then, direct the groups to role play negotiations on the main issues until concensus is reached.

GET IT TOGETHER

Tally sheets
Tagboard

RESOURCES

BOOKS

See Task Card 18

DuBois, W.E.B. *The Gift of Black Folk: The Negroes in the Making of America.*

Graham, Shirley. *Dr. George Washington Carver: Scientist.*

TALK IT OVER

SOCIAL SCIENCE

All people have similar needs but meet these needs in culturally different ways.

What are some of the physical, emotional, intellectual and spiritual needs all people have?
How do the ways of life of different cultures meet these needs?
What occurs when different cultures come into contact, and possibly conflict, with one another?

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Native American

Intertribal organizations have given necessary support to Native Americans in their efforts to change and improve conditions affecting their lives in the United States. The National Congress of American Indians (NCAI) was formed in 1944 to promote helpful legislation. The National Indian Youth Council (NIYC) was organized in 1961 at a Chicago Conference. In 1968, the American Indian Movement (AIM) organized to draw public attention to Native Americans' problems. Students will understand the goals and accomplishments of these organizations. Prepare a class letter requesting information about each organization. Share the materials you receive in class.

Black American

Equality of opportunity continued as a major concern into the 20th century. The representation of Black interests through the organization of the National Association for the Advancement of Colored People (NAACP) and the National Urban League helped them find better and more secure jobs and decent housing. Because of the increases in industrial production during World War I, many Blacks moved north to the cities. Tension and conflict continued. Students will understand and appreciate the efforts of the NAACP and National Urban League to confront discrimination against Blacks. Prepare class letters requesting information about the history and accomplishments of each organization. Read responses in class.

Asian American

Chinatowns developed across the United States much like San Francisco's settlement. New immigrants found a sense of security among the familiar: family, friends, language, traditions, foods and goals. Chinatown's were formed primarily because Chinese were not allowed to live in other parts of the city. Because of the steady arrival of new immigrants, Chinatowns are overcrowded and suffer the disturbances which accompany limited housing and poor working conditions. Students will gain an appreciation of the perspective of Chinese Americans who live in Chinatowns. Permit students who have visited a Chinatown to tell about their impressions. Recall details from Lawrence Yep's book *Dragonwings*. Ask students to recommend solutions to the problems of Chinatown.

Mexican American

El Barrio is the Spanish term used for the Mexican American neighborhood. The *barrios* in the East Los Angeles area make up the third largest population of Mexican people in the world. A common heritage, language and customs bind the *barrio* residents, but conditions of high unemployment, poor housing and overcrowding are also among the realities of *barrio* life. Discrimination against Mexican Americans has provoked frustration and anger. Students will consider solutions to the conflicts between cultural groups. Draw a long line on the chalkboard to represent the continuum between the concepts "cultural pluralism" and "cultural assimilationism." Direct students to locate definitions and to create a statement defining each of the terms. Introduce information to the students about ethnic neighborhoods including the *barrio*. Elicit advantages and disadvantages of living in a segregated district. Have students mark and explain their positions on the continuum. Discuss acculturation and biculturalism.

GET IT TOGETHER

Letter writing materials
Addresses for all organizations in the current almanac.

RESOURCES

BOOKS

See Task Card 18

Stevens, Leonard. *Equal! The Case of Integration vs. Jim Crow.*

TALK IT OVER

SOCIAL SCIENCE

All people have similar needs but meet these needs in culturally different ways.

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SOCIAL SCIENCE

Native American

Native American identity has survived the losses of the past. Self-esteem and recognition have been achieved at great cost. Despite the stresses of dislocation, the Native American has retained cultural integrity and pride. Your students will express recognition and respect for the personal and cultural contributions of our Native American heritage to contemporary American life. Direct students to write in essay or poetic form personal tributes which express their appreciation for our Native American cultural heritages. Have students design appropriate borders on large pieces of construction paper on which to mount their tributes for display.

Black American

The Civil Rights Movement was the culmination of Black Americans' long experience of racial discrimination and violence. The courageous Black men and women of the sixties' movement represented the enduring spirits of their ancestors for whom survival itself was a remarkable accomplishment. Black pride and self-determination are essential to the strength of the American democracy. Students will express recognition and respect for the personal and cultural contributions of our Black American heritage to contemporary American life. Direct students to read about the Civil Rights Movement, and create and illustrate a personal tribute in essay or poetic form which expresses their appreciation for our Black American heritage.

Asian American

Southeast Asian immigrants are among the most recent peoples to emigrate to the United States. Newspaper reports, magazine articles and television programs have documented the story of the Southeast Asian refugees. Students will identify current information about the immigrants in the media, and will express appreciation and understanding for their aspirations and contributions. Direct students to clip and bring to class articles which relate to the new immigrants. Read and talk about them. Discuss local ways in which people are helping through resettlement programs. Encourage class participation in community efforts.

Mexican American

Chicano organization has provided a collective voice in opposition to the injustices which Mexican Americans have experienced. The leadership of Reies Tijerina, Cesar Chavez and Rodolfo Gonzales has strengthened Mexican American efforts for self-determination. Students will express appreciation for the diverse personal and cultural contributions of our Mexican American heritage. Direct students to locate information about the three leaders cited. Instruct them to create and illustrate a personal tribute which expresses appreciation for our Mexican American heritage.

Or, give students the option of writing tributes to *Our Multicultural America,* including specific ways the various ethnic groups have contributed. Ask, "What *is* an American?"

CULTURAL EXCHANGE

GET IT TOGETHER

Construction paper
Writing paper, pens and stamps

RESOURCES

BOOKS

See Task Card 18

Antony, Dominadora. *My Ancestors are from Southeast Asia.*

Clayton, Ed. *Martin Luther King: The Peaceful Warrior.*

Fox, Eaton. *Contemporary Black Leaders.*

Harris, Middleton. *The Black Book.*

MULTIMEDIA

THIS IS MINE: THE ETHNIC DILEMMA. Teaching Resource Films.

YOUNG CHICANO SERIES, Bilingual Educational Services.

RECORDS

FREE AT LAST, Dr. Martin Luther King.

THE GLORY OF NEGRO HISTORY, Langston Hughes.

TALK IT OVER

SOCIAL SCIENCE

All people have similar needs but meet these needs in culturally different ways.

What are some of the physical, emotional, intellectual and spiritual needs all people have?
How do the ways of life of different cultures meet these needs?
What occurs when different cultures come into contact, and possibly conflict, with one another?

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CULTURAL EXCHANGE TASK CARD
TEST BOOKLET

ASSESSMENT OF
NATIONAL CULTURAL AWARENESS

GRADES 6-8

PREPARED BY:
Sally J. Allen & Dale I. Foreman
The Council for REAL Education

Betsy Burch, Sally Botzler, Cristi Burgess
Linda Lord, Mary Nethery & Gay Sato
Humboldt County Office of Education

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Jim C. Rich
superintendent

NAME:_____

DATE:_____

CULTURAL FXCHANGE TASK CARD ANSWER SHEET

GRADES 6-8

1. (A) (B) (C) (D)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)
4. (A) (B) (C) (D)
5. (A) (B) (C) (D)
6. (A) (B) (C) (D)
7. (A) (B) (C) (D)
8. (A) (B) (C) (D)
9. (A) (B) (C) (D)
10. (A) (B) (C) (D)
11. (A) (B) (C) (D)
12. (A) (B) (C) (D)
13. (A) (B) (C) (D)
14. (A) (B) (C) (D)
15. (A) (B) (C) (D)
16. (A) (B) (C) (D)
17. (A) (B) (C) (D)
18. (A) (B) (C) (D)
19. (A) (B) (C) (D)
20. (A) (B) (C) (D)

21. (A) (B) (C) (D)
22. (A) (B) (C) (D)
23. (A) (B) (C) (D)
24. (A) (B) (C) (D)
25. (A) (B) (C) (D)
26. A._____
B._____
C._____
D._____
E._____
F._____
G._____
H._____
I._____

SAMPLE SQUARE			
31. (A)	(B)	(C)	(D)
32. (A)	(B)	(C)	(D)
33. (A)	(B)	(C)	(D)
34. (A)	(B)	(C)	(D)
35. (A)	(B)	(E)	(D)

TEACHER ANSWER KEY

NAME: _____

DATE: _____

CULTURAL EXCHANGE TASK CARD ANSWER SHEET

GRADES 6-8

1. (X) (B) (C) (D)
2. (A) (B) (X) (D)
3. (X) (B) (C) (D)
4. (X) (B) (C) (D)
5. (A) (B) (X) (D)
6. (X) (B) (C) (D)
7. (A) (B) (C) (X)
8. (A) (B) (X) (D)
9. (A) (X) (C) (D)
10. (A) (B) (C) (X)
11. (A) (X) (C) (D)
12. (A) (X) (C) (D)
13. (X) (B) (C) (D
14. (A) (X) (C) (D)
15. (A) (B) (X) (D)
16. (A) (B) (C) (X)
17. (A) (X) (C) (D)
18. (A) (X) (C) (D)
19. (A) (B) (X) (D)
20. (A) (B) (C) (X)
21. (A) (X) (C) (D)
22. (A) (B) (C) (X)
23. (A) (B) (C) (X)
24. (A) (B) (X) (D)
25. (A) (X) (C) (D)
26. A. X
B. X
C. X
D. X
E. X
F. X
G. X
H. X
I. X

SAMPLE SQUARE				
31.	(A)	(B)	(C)	(D)
32.	(A)	(B)	(C)	(D)
33.	(A)	(B)	(C)	(D)
34.	(A)	(B)	(C)	(D)
35.	(A)	(B)	(X)	(D)

DIRECTIONS FOR MARKING

You will be marking your answers on a separate sheet. Print your first and last name and the date on the lines in the upper right hand corner of your answer sheet.

DO NOT MAKE ANY MARKS ON YOUR BOOKLET. This is how you will mark. Read each question carefully. Then find the number of that question on your answer sheet. Mark the letter of the answer you choose by filling in the space to cover the letter.

Let's try a sample question. Find the SAMPLE SQUARE on your answer sheet. Now read the question below.

SAMPLE QUESTION:

29. Who was the first president of the United States?

(A) Benjamin Franklin
(B) John F. Kennedy
(C) George Washington
(D) Abraham Lincoln

Find the row in the SAMPLE SQUARE that is beside the number 29. Notice that someone marked (C) in this row. Space (C) is marked because George Washington was the first president of the United States.

If you have any questions about how to mark, raise your hand.

BEGIN WHEN YOUR TEACHER TELLS YOU TO DO SO.

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DO NOT MARK ON THIS BOOKLET
USE YOUR ANSWER SHEET

1. What is one way that Asian Americans and Mexican Americans are most different?

   (A) in religious activities
   (B) in belief in honor
   (C) in strong family ties
   (D) in love for beauty

2. Which one of these groups is an ethnocultural group in America?

   (A) all children
   (B) American women
   (C) Black Americans
   (D) fishermen

3. Which one of these newspaper headlines shows how America is made up of many cultural groups?

   (A) STUDENTS SHARE FAMILY'S FAVORITE FOODS WITH CLASS
   (B) PRESIDENT SPEAKS OUT FOR CHILDREN'S RIGHTS
   (C) CHILDREN MEET TO CLEAN PARK GROUNDS
   (D) FOREIGN IMPORT CARS ARE BIG SELLERS IN THE UNITED STATES

4. What is a cultural tradition of Native Americans who live in Northern California?

   (A) Yurok basketry
   (B) Toltec legends
   (C) Aztec calendar glyphs
   (D) Playing the Shakuhachi

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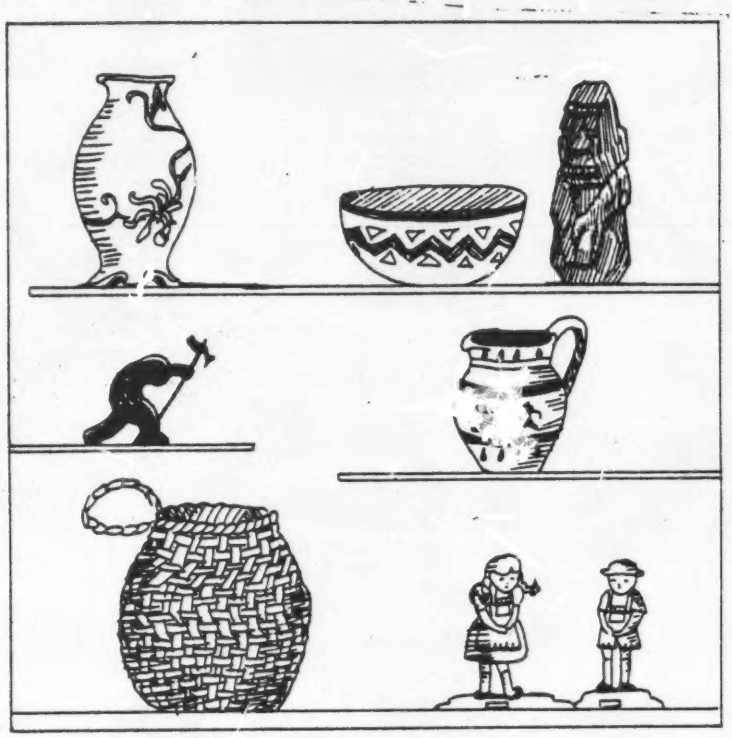
5. What is a religious tradition common to some Asian Americans?

(A) conservation of nature
(B) singing spirituals
(C) following Buddha's teachings
(D) respect for our Lady of Guadalupe

6. Look at the picture below.



How does this picture show cultural differences in America?

(A) It shows that our art comes from many groups.
(B) It shows that our artists are very talented.
(C) It shows that we differ in understanding of art.
(D) It shows that we differ in ability to create art.

7. Which one of these is a tradition of many Black Americans more than any other cultural group?

   (A) building with adobe
   (B) writing haiku
   (C) writing a new alphabet
   (D) playing Jazz music

8. Some French Americans eat snails. Some Asian Americans like to eat raw fish. Many people find these customs very different from their own.

   Which one of these questions would you ask someone who was eating these foods?

   (A) Don't you think that might be bad for you?
   (B) How long have you been eating these odd foods?
   (C) Can I have a taste of that?
   (D) Wouldn't you rather eat what I do?

9. Which statement tells how you feel about the beliefs of other cultural groups?

   (A) Many cultures have ridiculous ideas.
   (B) Each culture has a right to have its own ideas.
   (C) Other cultural beliefs are o.k., but mine's the best.
   (D) My culture's beliefs should be more like others.

10. The world is called "Mother Earth" by many Native Americans because they believe it provides for people like a mother for her children.

    Which statement best tells how you feel about this idea?

    (A) I think it's funny.
    (B) It may be true, but I think it is dumb.
    (C) I don't think it's really true.
    (D) It seems all right to believe this way.

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11. What is one of the traditions which many Mexican Americans enjoy?

(A) the use of sign language

(B) large murals painted on buildings

(C) the art of judo

(D) jive talking with friends

12. Which one of these instruments played a greater part in the musical tradition of Asian Americans than of any other group?

(A) trumpet

(B) koto

(C) guitar

(D) maracas

13. What is a Mexican American cultural tradition you would see in America today?

(A) playing mariachi music

(B) singing the blues

(C) folding paper to form animal shapes

(D) using sign language

14. Some Asian Americans celebrate New Year's Day on a different day each year. They follow the lunar calendar.

Which statement below tells how you feel about this custom?

(A) I think it makes too many holidays.

(B) I think it's just another way to celebrate a new year.

(C) I think people should only celebrate it that way in Asia.

(D) I think everyone should celebrate it on the same day.

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15. Read this paragraph and answer the question which follows.

> Lee Brightman is proud of his Indian heritage. He wants very badly to learn to dance in the Hoop dance with his older brother. His friend Ted Wright, who is not an Indian, said he would not want to dance. He doesn't think boys should dance. In his family only his sisters take dancing lessons.

This paragraph is an example of what idea?

(A) basic human needs

(B) individual similarities

(C) cultural differences

(D) racism and prejudice

16. Several students were talking about a new student in school. Below is what they said. Which student said the thing <u>most like</u> you would have said?

(A) Jake: What's with this new kid? She sure has a few funny ideas.

(B) Barb: I know what you mean, she dresses different too. I wonder why she doesn't dress more like us?

(C) Pete: Like, did you see what she ate for lunch?

(D) Jane: Yeah, she does seem different from us, but we probably seem different to her too.

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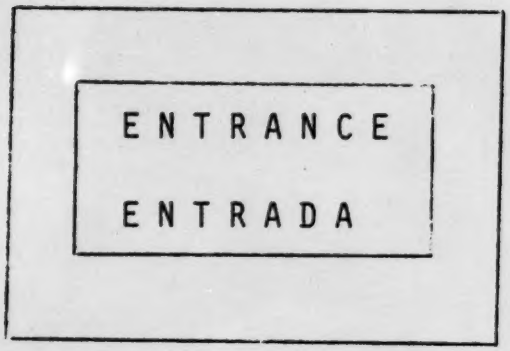
17. Look at the sign below.



How does this sign show interesting differences in American culture?

(A) It shows that English is the main language.

(B) It shows that there is more than one language spoken in the U.S.

(C) It shows that Spanish is more common than English.

(D) It shows that language is not very important in the U.S.

18. Which one of these groups is an ethnocultural group in America?

(A) all men

(B) Native Americans

(C) Catholic priests

(D) teenagers

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19. What is one way that both Mexican Americans and Native Americans have influenced life in the U.S.

(A) paper folding arts

(B) guitar playing

(C) names of places in the U.S.

(D) flower arrangements

20. Which choice below tells how you feel about this statement?

"Our beliefs are usually right and other cultures could learn more by doing things our way."

(A) I strongly agree.

(B) I agree a little.

(C) I am not sure.

(D) I strongly disagree.

21. Although almost every culture uses bread as food, the bread is made in many different ways and looks different. In Spanish cultures bread is flat like a tortilla. In some Asian cultures it looks like a kind of cake. In many other cultures, it is white and is cut into slices.

How do you feel about these different ways of making bread?

(A) I'd rather have just my own kind of bread.

(B) It's nice to have different kinds of breads.

(C) I think other cultures have better breads than my culture.

(D) I wouldn't want to try some kinds of breads.

22. What would you do if a kid moved next door to you whose way of life was very much different from yours?

I would_____

(A) just hope the kid would leave me alone.

(B) stay away from the kid.

(C) show the kid how my ways are better.

(D) feel it's okay for the kid to have different ways.

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23. What is one way stories and legends were passed on in Native American cultures?

(A) by painting large murals
(B) by shamisen music
(C) by writing them down
(D) by telling them

24. What is a cultural tradition of many Black Americans?

(A) playing mariachi music
(B) using sign language
(C) jive talking with friends
(D) paper folding art

25. Which culture groups became citizens of the U.S. through naturalization?

(A) Native Americans and Asian Americans
(B) Asian Americans and Mexican Americans
(C) Black Americans and Native Americans
(D) Mexican Americans and Black Americans

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26. Below mark all the ways of meeting human needs that you think are acceptable if someone in a culture does it.

A.____ being a mother who works away from home full-time

B.____ following the teachings of Buddha

C.____ eating marinated octopus

D.____ marrying someone your parents have chosen

E.____ living in a cabin without water and electricity

F.____ spending money to modify your car

G.____ worshipping the spirit of an ancestor

H.____ being late for an appointment

I.____ being a woman in a combat unit

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